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ABSTRACT

This laboratory manual is designed to prepare postsecondary students for managing a child care program. The workbook is organized in five units covering the following topics: program planning, implementation, and evaluation; facility development and maintenance; parents and the community; nutrition, health, and safety; and personnel development. Each unit includes performance objectives, an overview, references for further information, laboratory experiences, a self-evaluation form, and a participation evaluation form. Guidelines for a successful laboratory experience are provided. The manual also contains a glossary and a 24-item bibliography. (KC)

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Administration of Child Care Programs: Program Management

Student Laboratory Manual

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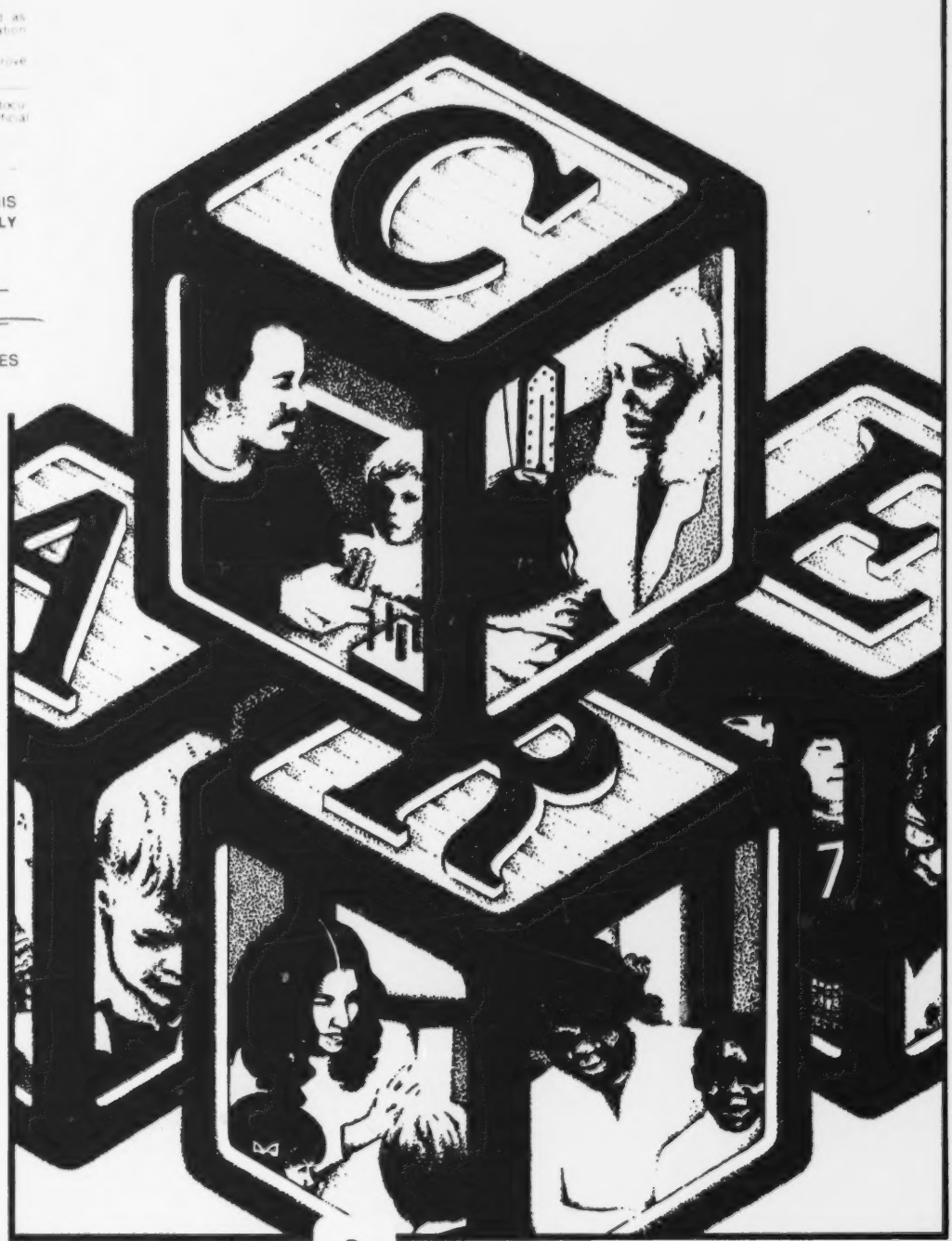

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Division of Post-Secondary Programs
Department of Occupational Education and Technology
Texas Education Agency
Austin, Texas

Administration of Child Care Programs:
Program Management

Student Laboratory Manual

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Introduction

Administration of child care programs includes both program and business management. Program management refers to the planning and implementation of the child care program. Program management includes topics such as site selection and curriculum development. Business management of a child care program includes attention to regulations and other legal concerns, personnel management, and finances. Certain general competencies, such as the ability to plan, apply to both areas. The purpose of this manual is to expose you to the program management aspects of child care administration. Business management and general competencies are covered in a companion publication from the Home Economics Curriculum Center titled *Administration of Child Care Programs: Business Management*.

Administration of Child Care Programs: Program Management is a manual designed to guide you as you learn about managing a child care program. The experiences in each unit are designed for use with your course on child care program administration. The laboratory (lab) experiences require you to observe and participate in various aspects of child care program administration.

The manual is divided into five units plus a glossary and bibliography. Each unit includes: Performance Objectives, An Overview, and Lab Experiences. The first page of the unit lists the performance objectives. The objectives list what you should be able to do after you finish the unit. The overview gives information on the unit topic. At the end of the overview several books are listed. Read these references for more information.

The lab experiences provide opportunities for you to observe and participate in activities related to the unit topic. Observation lab experiences require you to observe the administrative activities of the director or the program. Participation lab experiences require you to plan activities and work with a director or program on some aspect related to program management. Each unit contains self-evaluation forms for you to use in evaluating your own participation.

Administration of Child Care Programs: Program Management is also a workbook. Write your descriptions of the lab experiences on the report forms in the manual. These lab experience reports may be turned in to your instructor for evaluation and feedback. This manual will assist you in gaining knowledge, skills, and positive attitudes about the program management aspect of child care program administration. The classroom learning experiences provided by your instructor and your reading assignments will also help you become a competent administrator.

Guidelines for a Successful Lab Experience

You and your instructor will work together to decide which laboratory (lab) experiences you will do in each unit. Some courses may allow enough time for you to complete most of the lab experiences. Whichever activities you do, the following guidelines will help you have successful lab experiences.

1. *Always read the unit overview and assigned readings.* You will need an understanding of the topic before you begin your observation and participation experiences.

2. *Notice the learning objective of each lab experience before beginning the experience.* The learning objective tells you the purpose of the lab experience. Reaching this learning objective will help you achieve one of the performance objectives at the beginning of the unit.

3. *Read and follow the directions for each lab experience carefully.* When you have completed the experience, answer the key questions for the lab experience.

4. *Plan ahead.* Work with your course instructor to plan which lab experiences you will complete and where they will be carried out. Work also with the director of the center where you will be carrying out your lab assignments. Together, plan the date and time. Get both your instructor's and the director's approval for the lab experience you are planning. Be sure that both your instructor and the director know what you will be doing each time you visit.

5. *Be reliable.* If you are scheduled to be at the child care center to participate in an administrative activity, be sure to arrive on time and follow through with your plans. Most experiences will take about 60 minutes unless otherwise specified.

6. *If you are already a child care program director, you may be able to complete some of the experiences in your own center.* Check with your instructor.

Performance Objectives

Program Planning, Implementation, and Evaluation Unit I

Planning

- Analyze types of child care programs.
- Outline procedures for conducting a community needs assessment for child care services.
- Summarize your philosophy of child caregiving.
- Summarize state licensing standards pertaining to program planning.
- Analyze types of grouping patterns appropriate for child caregiving which would be in compliance with state licensing standards.
- Develop a conceptual framework which could serve as a basis for developing a comprehensive curriculum for a child care program.
- Describe ways that staff members, parents, and board members can be involved in program planning.

Implementation

- Analyze the director's role in implementing a child care program.
- Identify supplies and equipment needed for program implementation.

Evaluation

- Explain the importance of ongoing and periodic evaluation of a child care program.
- Use a variety of procedures to evaluate a child care program.

An Overview

Program planning, implementation, and evaluation are important tasks for child care administrators. Planning a child care program begins with a personal philosophy as well as an awareness of the types of child care programs. Program planning involves many activities. Conducting a community needs assessment and working with staff and parents to develop a curriculum are two such activities. Once a program is planned, the director is responsible for carrying out or implementing the program. Identifying supplies and equipment needed is one aspect of program implementation. Evaluation of the child care program is most effective as an ongoing activity. A variety of procedures can be used by the director to evaluate all aspects of the child care program. The following overview examines each of these aspects of program development. More detailed information can be found in the references listed at the end of the overview.

Planning

Planning a child care program involves several activities. Initially, the director needs knowledge of the types of child care programs which might be established. With this information, a needs assessment survey can be developed. Such a survey identifies the needs of parents in the community for child care services.

The type of program established also has an impact on the curriculum. The *curriculum* is a plan or outline of goals, objectives, and activities for the children enrolled. The curriculum guides the caregivers in their daily planning and interactions with the children.

The curriculum is influenced by state licensing standards and grouping patterns of children within the center. The director's philosophy of child caregiving also has a great impact on the curriculum. To develop a workable curriculum a director needs to involve parents, staff, and members of the board of directors in the planning.

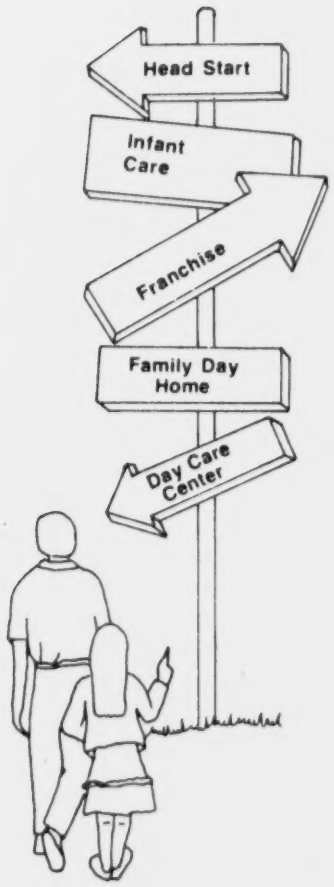
Program Types. Terms associated with types of child care programs are confusing. Programs can be classified according to their funding structure, the types of services offered, or the curriculum followed. The following types of programs are identified as being significantly different from each other in funding structure as well as the type of curriculum offered.

- Head Start
- Federally funded (Title XX)
- Franchise
- Employer-sponsored
- Church-affiliated
- Individual ownership
- Family day home system
- University- or junior college-affiliated

Within each of these types of programs, one or more of the following program components or services might be offered:

- Infant and toddler care
- Preschool (nursery school, kindergarten, preprimary) care
- After school care
- Drop-in care
- Bilingual
- Care of children with special needs
- Evening or weekend care

In addition to these services, some child care programs have health care, family counseling, or parent education components.



Before beginning a new program, directors need to find out which of these types of programs and services are available in their community. A check with the local licensing office and the telephone book is a good place to begin.

Even if directors are not involved in the initial planning stages of a child care program, knowledge of the types of programs is important. Such knowledge can help directors improve the program with which they are associated. In addition, directors are able to make referrals to parents seeking different child care services.

Needs Assessment. In business terms, assessment of a community's need for child care is called a *market analysis.* Any potential small business operator wants to determine the demand for the goods or services to be provided *before* starting business.

The individuals wishing to start a child care program need to find out:

- How many families want or need child care
- The number and ages of children who need child care
- Where parents prefer to go for child care—close to home or near work
- What hours would be most convenient
- What kinds of experiences are desired for children
- What fees are considered feasible
- What services may be needed (infant care, after school, etc.)

Several approaches can be taken to gather this information. A visit with state or local agencies which keep population records is most helpful. For example, the city's planning office or the United Way planning office will often have information on the characteristics of the local population.

A needs assessment survey can be developed and conducted by mail or phone. The survey instrument should be clearly worded and responses easily indicated.

The population surveyed will depend on one of two things. First, if the individuals starting the program already have a specific type of program or service in mind, they will want to survey a large portion of the city or region. In this way they will be able to *locate the population area* where the program will have the best chances for success. Second, if the area in which the program is to be located has already been decided upon, the survey might be just of that area. In this case, the survey is used to decide about what *type of program or services* will be most successful in a given area.

How many people are surveyed, of course, depends on the time and financial resources available. However, the more people who respond to the survey, the more useful the findings will be.

The needs assessment or market analysis conducted before a program begins is one way to ensure program success. Failure to find out if the people in the area need child care can lead to the downfall of an otherwise well planned program.

Grouping patterns. The way in which children are grouped is a significant program feature. Two possible patterns are *horizontal* and *vertical* grouping. Traditionally, child care programs have grouped children horizontally by age, that is children in a given group are about the same age. One reason for this is that much of the research of the past several decades on child development has focused on stages. Another reason is that caregivers sometimes feel planning is easier if children are at a similar developmental level.

Vertical or multi-age grouping can be defined as the grouping of children so that there is at least a two years difference between the age of the oldest and youngest child. Research has shown many advantages for the development of children as a result of this arrangement. For example, older children integrate their knowledge when they share with younger children. Younger children benefit by modeling behaviors of older children. Program planners who choose this arrangement must train the caregivers to provide individualized learning. Some caregivers may find planning for a wide range of ages a challenging task.

Before program planners choose a grouping pattern, they should examine the advantages and disadvantages based upon their program goals. The curriculum, too, will be affected by the grouping pattern chosen.

Personal Philosophy. A director's personal philosophy of child caregiving, like knowledge of program types and community needs, affects program planning. A *philosophy* is a set of ideas, values, and beliefs which guide individuals in various aspects of their lives. A director's philosophy of child caregiving will be influenced by her or his experiences and education. A director with training in child development will have a different view of child caregiving than the director who has had none. Experiences also cause individuals to change or adjust philosophies. For these reasons, each director's philosophy of child caregiving is unique and ever developing.

Licensing Standards. Most states have licensing standards which affect the operation of child care programs. Some licensing standards will contain guidelines for developing the program. For example, in Texas the state standards for day care centers list materials which should be available to children. This list includes: books; art materials; music materials; manipulative materials; blocks and block accessories; dramatic play materials, including homemaking materials and dolls; science materials; and climbing equipment. These and other guidelines will affect the program and curriculum.

Curriculum. Once program decisions about the services to be offered, grouping patterns, and licensing standards have been made, child care program planners are ready to develop the curriculum. The *curriculum* is a plan which outlines the goals, objectives, and activities for the children enrolled. Such a plan should be in written form and should include the following sections:

1. Statement of Philosophy
2. Conceptual Framework
3. Activities
4. Plan for Evaluation and Revision

The purpose of the curriculum is to guide caregivers as they plan for children's learning and to inform parents and others of the child care center's activities for children.

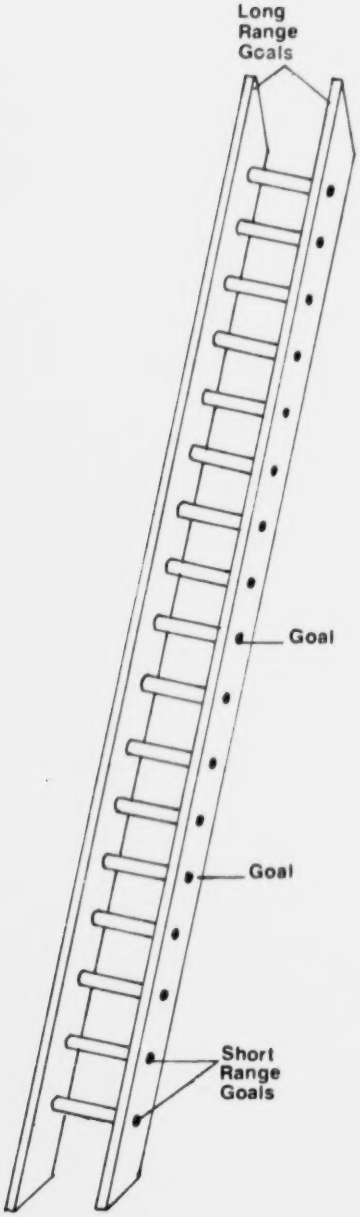
To develop this document, directors, staff members, parents and board members should be involved. Through group meetings, a curriculum can be developed which will best meet the needs of the children involved.

Statement of Philosophy. Each person involved in curriculum planning will have an individual philosophy of child caregiving. At the initial meeting of the curriculum planning committee, the group should consult to find a common philosophy which will underlie the curriculum to be developed. They might discuss such questions as: What do children need? How do children learn? What is our purpose as providers of child care? After discussion, the committee can prepare a concise written statement of philosophy. This philosophy will provide the focus for developing a conceptual framework.

Conceptual Framework. The *conceptual framework* is the heart of the curriculum document. It outlines the goals and objectives that the program planners have for the children enrolled.

Goals are long-range outcomes that are desired for the children. For example, one goal might be "to develop each child's sensory preceptions." From goals, specific objectives are developed. *Objectives* specify the exact behavior desired, the conditions under which the behavior is performed, and the degree to which the behavior is performed. For example, two objectives related to the development of the senses might be:

- The child will match all pairs of identical smells when presented with a mixed set of smell bottles.
- The child will arrange six texture cards in order from smooth to rough.



The conceptual framework is made up of goal statements and the accompanying objectives. The goals can be further organized into categories such as physical, cognitive, social, and emotional. Different ways of organizing a curriculum can be found in the references listed at the end of the overview.

The curriculum planning committee can research different curriculum models. Together they can adapt an existing curriculum or develop one with features from several that best fit their philosophy. This is not an easy task and takes time to do well.

Though many approaches can be taken to provide a quality child care curriculum, four cornerstone concepts are found in most. The child care curriculum should:

1. Feature individualized learning opportunities for each child.
2. Promote the concept of multiculturalism.
3. Promote the concept of equality of the sexes.
4. Be based upon the developmental needs of children.

The curriculum document includes, in addition to the framework and other components, examples of activities and learning experiences that help children achieve the objectives. The activities and learning experiences relate to the implementation of the curriculum. The final component of the document outlines the evaluation plan. Both of these aspects of curriculum planning are discussed in the following sections.

Implementation

Implementing the program is putting the program and curriculum into practice. The director plays a leadership role in guiding the staff to deliver the kind of program desired by parents and the board of directors. The director's role as a leader is discussed more fully in *Administration of Child Care Programs: Business Management,* Unit I, General Competencies.

The child caregivers are primarily responsible for implementing the curriculum. Using the curriculum document as a guide, they plan the day-to-day learning experiences for the children. Though goals and objectives are stated in specific terms, there is no one best way to help children achieve them. Caregivers use a variety of learning activities appropriate for the needs of each individual child. For any one objective, there may be dozens of ways to help children achieve mastery. The director supports this process by providing the staff with needed materials as well as staff training.

Evaluation

Evaluation tells the director and caregivers how well they are doing in providing the kind of child care program desired. Through evaluation, the director can ensure that the program will continue to improve.

Both ongoing and periodic evaluation are needed. Ongoing evaluation is sometimes called *formative evaluation* because it takes place during the formative or planning stages. The needs assessment, for example, is a kind of formative evaluation which helps program planners identify the needs of parents in the area. Portions of the curriculum might be "field tested" before too much is written to see if it is going to work. Information obtained through formative evaluation gives the program planners feedback as they plan and put a program into action.

Periodic evaluation that takes place at the end of a project or specific period of time is called *summative evaluation.* It answers the questions, "Did we accomplish what we wanted to?" "How well did we do?" The curriculum, for example, might be evaluated at the end of the first year. The director wants to know if the curriculum is working as planned and if it is meeting the needs of the children.

Many evaluation techniques are available. Surveys, developmental check lists, and observations are just a few of the ways that evaluative information can be obtained. From this information, directors can revise the curriculum to improve its ability to satisfy the children, parents, and staff members involved.

Summary

Program planning, implementation, and evaluation involve many individuals. Board members, parents, and staff play important roles. However, the child care program director often bears the responsibility for initiating and carrying out many of the tasks involved.

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Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 1

LEARNING OBJECTIVE

Analyze components of a Head Start program.

DIRECTIONS

1. Arrange to observe a Head Start program and conduct a brief interview with the program's director.
2. Structure your observation and interview so that you will be able to answer the questions below.
3. Prepare your interview questions ahead of time.
4. Answer the questions below.

KEY QUESTIONS

What is the major source of funding for this program?

What are three major program goals for the children?

1.

2.

3.

Based on your observation, did you see evidence that children were working toward these goals? If so, give one example. If not, suggest reasons why you did not observe children working toward these goals.

What type of pattern is used for grouping the children?

With what type of curriculum does the program identify? Briefly describe the main features of the curriculum.

What ages are served and what services are offered (parent education, health care, etc.)?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 2

LEARNING OBJECTIVE

Analyze components of a government funded (Title XX) child care program.

DIRECTIONS

1. Arrange to observe a government funded (Title XX) child care program and conduct a brief interview with the program's director.
2. Structure your observation and interview so that you will be able to answer the questions below.
3. Prepare your interview questions ahead of time.
4. Answer the questions below.

KEY QUESTIONS

What is the major source of funding for this program?

What are three major program goals for the children?
1.

2.

3.

Based on your observation, did you see evidence that children were working toward these goals? If so, give one example. If not, suggest reasons why you did not observe children working toward these goals.

What type of pattern is used for grouping the children?

What type of curriculum does the program identify with? Briefly describe the main features of the curriculum.

What ages are served and what services are offered (parent education, health care, etc.)?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 3

LEARNING OBJECTIVE

Analyze components of a franchise child care program.

DIRECTIONS

1. Arrange to observe a franchise child care program and conduct a brief interview with the program's director.
2. Structure your observation and interview so that you will be able to answer the questions below.
3. Prepare your interview questions ahead of time.
4. Answer the questions below.

KEY QUESTIONS

What is the major source of funding for this program?

What are three major program goals for the children?

1.

2.

3.

Based on your observation, did you see evidence that children were working toward these goals? If so, give one example. If not, suggest reasons why you did not observe children working toward these goals.

What type of pattern is used for grouping the children?

What type of curriculum does the program identify with? Briefly describe the main features of the curriculum.

What ages are served and what services are offered (parent education, health care, etc.)?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 4

LEARNING OBJECTIVE

Analyze components of an employer-sponsored child care program.

DIRECTIONS

1. Arrange to observe an employer-sponsored child care program and conduct a brief interview with the program's director.
2. Structure your observation and interview so that you will be able to answer the questions below.
3. Prepare your interview questions ahead of time.
4. Answer the questions below.

KEY QUESTIONS

What is the major source of funding for this program?

What are three major program goals for the children?

1.

2.

3.

Based on your observation, did you see evidence that children were working toward these goals? If so, give one example. If not, suggest reasons why you did not observe children working toward these goals.

What type of pattern is used for grouping the children?

What type of curriculum does the program identify with? Briefly describe the main features of the curriculum.

What ages are served and what services are offered (parent education, health care, etc.)?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 5

LEARNING OBJECTIVE

Analyze components of a church-affiliated child care program.

DIRECTIONS

1. Arrange to observe a church-affiliated child care program and conduct a brief interview with the program's director.
2. Structure your observation and interview so that you will be able to answer the questions below.
3. Prepare your interview questions ahead of time.
4. Answer the questions below.

KEY QUESTIONS

What is the major source of funding for this program?

What are three major program goals for the children?

1.

2.

3.

Based on your observation, did you see evidence that children were working toward these goals? If so, give one example. If not, suggest reasons why you did not observe children working toward these goals.

What type of pattern is used for grouping the children?

What type of curriculum does the program identify with? Briefly describe the main features of the curriculum.

What ages are served and what services are offered (parent education, health care, etc.)?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 6

LEARNING OBJECTIVE

Analyze components of an individually-owned child care program.

DIRECTIONS

1. Arrange to observe an individually-owned child care program and conduct a brief interview with the program's director.
2. Structure your observation and interview so that you will be able to answer the questions below.
3. Prepare your interview questions ahead of time.
4. Answer the questions below.

KEY QUESTIONS

What is the major source of funding for this program?

What are three major program goals for the children?

1.

2.

3.

Based on your observation, did you see evidence that children were working toward these goals? If so, give one example. If not, suggest reasons why you did not observe children working toward these goals.

What type of pattern is used for grouping the children?

What type of curriculum does the program identify with? Briefly describe the main features of the curriculum.

What ages are served and what services are offered (parent education, health care, etc.)?

Student's Name:_____ Date: _____
Course: _____

LAB EXPERIENCE 7

LEARNING OBJECTIVE

Analyze components of a family day home child care system.

DIRECTIONS

1. Arrange to observe a family day home child care system and conduct a brief interview with the program's director.
2. Structure your observation and interview so that you will be able to answer the questions below.
3. Prepare your interview questions ahead of time.
4. Answer the questions below.

KEY QUESTIONS

What is the major source of funding for this program?

What are three major program goals for the children?
1.

2.

3.

Based on your observation, did you see evidence that children were working toward these goals? If so, give one example. If not, suggest reasons why you did not observe children working toward these goals.

What type of pattern is used for grouping the children?

What type of curriculum does the program identify with? Briefly describe the main features of the curriculum.

What ages are served and what services are offered (parent education, health care, etc.)?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 8

LEARNING OBJECTIVE

Analyze components of a university- or junior college-affiliated child care program.

DIRECTIONS

1. Arrange to observe a university- or junior college-affiliated child care program and conduct a brief interview with the program's director.
2. Structure your observation and interview so that you will be able to answer the questions below.
3. Prepare your interview questions ahead of time.
4. Answer the questions below.

KEY QUESTIONS

What is the major source of funding for this program?

What are three major program goals for the children?

1.

2.

3.

Based on your observation, did you see evidence that children were working toward these goals? If so, give one example. If not, suggest reasons why you did not observe children working toward these goals.

What type of pattern is used for grouping the children?

What type of curriculum does the program identify with? Briefly describe the main features of the curriculum.

What ages are served and what services are offered (parent education, health care, etc.)?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 9

LEARNING OBJECTIVE

Work with a director to conduct a community needs assessment for child care services.

DIRECTIONS

1. Arrange to work with a child care program director to conduct a community needs assessment. Such as assessment, though normally done before a program is implemented, can be used as an evaluation tool.
2. Work with the director to develop a survey instrument which will gather information about the community's needs for child care services. Include a copy of the survey when you turn in this lab report for evaluation.
3. Mail the survey to selected families in the target area.
4. Analyze the results of the survey.
5. Answer the questions below.

KEY QUESTIONS

Briefly describe how you and the director developed the survey instrument.

How did you select the population to be surveyed?

How many surveys did you mail? _____ How many did you get back? _____

Based upon the results of the survey, what type of child care services are needed in the area?

How might the director use the information from this survey to improve the child care program?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 10

LEARNING OBJECTIVE

Analyze characteristics of child care grouping patterns.

DIRECTIONS

1. Arrange to observe two child care programs—one which groups children horizonally and one which features vertical grouping.
2. Plan your observation so that you will be able to answer the questions below.
3. Answer the questions below.

KEY QUESTIONS

How were the children grouped in each program? Describe the age ranges for each group of children.

Based on your observation, list the advantages and disadvantages of horizontal grouping.

ADVANTAGES	DISADVANTAGES

Based on your observation, list the advantages and disadvantage of vertical grouping.

ADVANTAGES	DISADVANTAGES

As a child care program director, which would you prefer? Why?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 11

LEARNING OBJECTIVE

Interview two child care program directors about their philosophy of child caregiving.

DIRECTIONS

1. Arrange to interview two directors from different child care programs.
2. Plan your questions ahead of time. You might use some of the sample interview questions listed below.
3. Record your interviews on the form provided on the next page.
4. Answer the key questions.

SAMPLE INTERVIEW QUESTIONS

What is the purpose of child care?

How do children learn?

What should young children learn?

How should caregivers interact with the children?

What is quality child care?

KEY QUESTIONS

Was it difficult or easy for the directors to discuss their philosophy? Explain with examples.

Do you think the directors based their philosophy mainly on their education or practical experience? Explain.

Did these interviews influence your own philosophy of child caregiving? Explain.

INTERVIEW RECORD

Director #1

Question:

Response:

Question:

Response:

Question:

Response:

Director #2

Question:

Response:

Question:

Response:

Question:

Response:

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 12

LEARNING OBJECTIVE

Observe a child care curriculum in action.

DIRECTIONS

1. Arrange to spend at least half a day observing a group of children in a child care setting.
2. Before going to observe, study the program's written materials describing the program and curriculum. If there are no written materials, ask the director to briefly outline the curriculum for the program.
3. Using the curriculum plan as a guide, observe the children and their caregivers. Watch for examples of the caregivers implementing the curriculum. Take notes.
4. Answer the questions below.

KEY QUESTIONS

What examples can you give to show that the curriculum was being followed? List at least two examples.

What aspects of the written curriculum were *not* being followed?

What is challenging about following a curriculum plan?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 13

LEARNING OBJECTIVE

Determine how caregivers make plans for children's learning experiences.

DIRECTIONS

1. Arrange to observe a group of caregivers as they make plans for children's learning experiences. Or, interview a caregiver about how he or she makes plans for the children in the group.
2. Answer the questions below.

KEY QUESTIONS

How did the caregiver(s) plan for the individual needs of each child? Briefly describe the process.

Did the caregiver(s) refer to a curriculum document while making plans? If so, explain how the curriculum document was used.

Did the caregiver(s) identify specific goals or objectives for the activities planned? Did the caregiver(s) have a clear purpose? Explain.

How did the caregiver(s) record their plans?

Student's Name:_____ Date: _____
Course: _____

LAB EXPERIENCE 14

LEARNING OBJECTIVE

Evaluate one aspect of a child care program.

DIRECTIONS

1. Using as a guide the handout given to you by your instructor on the steps in summative evaluation, evaluate one aspect of a child care program. [NOTE: Refer to Handout 8 in the instructor's guide.]
2. Select an evaluation technique or tool appropriate for evaluating that program area. Be sure to review the program's goals in that area before selecting a technique or tool.
3. Attach a page describing the evaluation process that you followed. Attach copies of any evaluation tools that you used.
4. Answer the questions below.

KEY QUESTIONS

What area of the child care program did you evaluate? Why was this area chosen?

What were the goals and objectives for this area of the child care program?

What evaluation tools or techniques did you use?

Do you feel that the results of your evaluation were valid? Why?

What recommendations did you make as a result of your evaluation?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions:	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and to the children, when appropriate?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Evaluated: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Evaluation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Following directions	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Use of materials	☐	☐	☐	☐	☐
Professional demeanor	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
Listening skills	☐	☐	☐	☐	☐
Product developed	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed or product to be evaluated based on the lab experience. This should be done before the student is observed.

Performance Objectives

Facility Development and Maintenance Unit II

Facility Development

- Summarize existing local, state, and federal regulations which apply to child care facilities.
- Formulate guidelines for the selection of a location for a child care facility.
- Analyze physical space needs for a quality child care facility.
- Evaluate designs for indoor and outdoor child care environments.
- Describe ways that a child care facility can reflect the multicultural nature of a community.
- Identify ways that a child care facility can accommodate children with special needs.
- Formulate guidelines for working with an architect on the design of a child care facility.
- Analyze an existing facility in order to recommend remodeling tasks.

Facility Maintenance

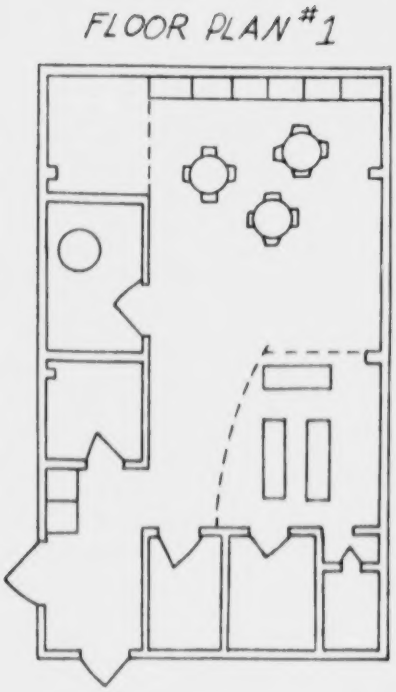
- Develop a maintenance calendar for a child care facility.
- Identify service companies or individuals qualified to handle major repairs or scheduled maintenance tasks.
- Demonstrate the ability to use basic maintenance tools for minor repairs or scheduled maintenance.

An Overview

Developing and maintaining a child care facility are two important tasks for program directors. Some directors are involved in planning a new facility or remodeling a facility to house a new child care program. Most child care program directors are concerned largely with keeping a facility in good condition. However, all directors can be alert to the possibilities for improving their facility as their program grows and develops. The brief overview below reviews some of the considerations directors face when developing and maintaining a child care facility. For more in-depth information, study the references listed at the end of the overview.

Facility Development

Much planning and hard work goes into building or remodeling a child care facility. Planning is essential because once a facility is built or remodeled, it is difficult and costly to make changes.



Perhaps in this area, more than any other, the director works closely with other professionals. The director depends on the specialized knowledge of professionals such as architects, building contractors, licensing representatives, and other officials.

Local, state, and federal regulations and site location are among the director's first concerns. Next, the director must communicate to architects or building contractors the special needs and design features of quality child care facilities.

Regulations. A number of regulations affect the child care facility. The state's licensing standards for child care programs usually include requirements for:

- Space per child
- Number of toilets and lavatories
- Fire safety features
- Sanitation features
- Indoor and outdoor safety features

In addition to meeting the state licensing standards, child care facilities must also follow regulations established through federal laws which are administered by local authorities. Often a child care program will be inspected for fire safety and the condition of gas lines, plumbing, and building structure. Any time a new building is planned, city officials must approve site location (zoning) and building plan (building permit).

The regulations affecting any one facility will differ from state to state and city to city. The director of the child care program needs to make a thorough investigation to identify regulations which must be followed.

Location. The location of a child care facility is a critical choice for a successful program. Overall, the location must be convenient and attractive to parents. Research has found that parents prefer a location closer to home than to their work or school. This may be so because parents wish to avoid the longer ride with their children to a facility. Also, the children may feel more at ease at a facility in a familiar neighborhood. However, some parents—especially those with infants—may prefer easy access to their children during the day.

In addition to these factors, child care facilities need to be:

- Located in a safe area
- Near public transportation
- Easy to find
- Somewhat off busy streets
- Near community resources which can enhance the child care program
- Located between two or more neighborhoods to attract a variety of families
- Compatible with surrounding structures

The location communicates something about the program. If a program is located in a stable neighborhood, close to a small park and a successful small shopping center, it creates a better image than a program located near a depressed downtown area.

When searching for a location, the director or building committee needs to have a clear set of guidelines. They need to know who they will be serving, what kind of program they want, and the type of facility they hope to build or remodel. If real estate agencies or architects are involved, these guidelines will assist them in helping the director or building committee find the right location.

Design Guidelines. Child care facilities have specific space and design needs. What kind of space, how that space is designed, and how much space is required are the basic questions.

Space within the child care facility can be broken into three categories: indoor space for children, outdoor space for children, and support areas. Guidelines for designing space in each of these areas are discussed in the following paragraphs as if a new facility were being planned. Though each of these areas is discussed separately, it must be remembered that all areas function together. The amount of space needed for each of these areas depends on the program's philosophy and state licensing standards.

Indoor Space for Children. Space for children's learning within the child care facility must be planned with the children's

developmental needs in mind. Children need space for developing physical, social-emotional, and cognitive-language skills. Some of the following design guidelines are recommended for children's learning spaces:

- Provide at least 35 square feet per child; 40-60 square feet per child is preferable.
- Provide a barrier-free environment to accommodate handicapped children.
- Provide child-sized or scaled-to-children features in the environment (windows, shelves, wall switches, toilets, sinks, etc.).
- Use a variety of textures (wall coverings, floor coverings, furnishings, etc.).
- Provide diffused artificial and natural lighting.
- Provide a source of water in each room or zone.
- Use appropriate design and materials to minimize the noise.
- Use energy efficient design and energy efficient materials.
- Feature some variety in floor and ceiling levels (use of platforms, lofts, lowered ceilings, sunken areas, etc.).
- Reflect cultures of the children using the facility.
- Provide each group of children a clearly designated home base, room, or zone.

Design concepts for child care facilities have traditionally focused on the *self-contained design.* The self-contained design featured separate rooms for each group or age level of children. More recently, the *open space design* concept has been applied to child care facilities. In this type of design, large open spaces serve several groups of children together. Each of these space design concepts has advantages and disadvantages. For example, self-contained rooms prevent children of different groups or ages from interacting with each other. Yet, they give children a stable environment and a special place to belong. The open space design, on the other hand, gives children a chance to interact with a variety of other children. However, open space designs are often noisy and confusing to young children.

A new design approach for child care facilities has been proposed by Gary T. Moore, et al., in *Recommendations for Child Care Centers.* This new approach, called *modified open space,* combines the best and avoids the drawbacks of both the self-contained and open space designs.

In a modified open space children are located in "zones" especially for their developmental level. For example, zones for infants, toddlers, preschoolers, and after school children are provided. Zones are semi-closed areas yet provide visual connections between zones. Within each zone each group of children have a home base in a semi-open space. Here they may have music, story, lunch, and nap with their own special caregiver. Home base areas overlook "rich activity pockets" which are designed for play groups of 2-5 children. Activity pockets vary in size according to their function. They are usually semi-closed spaces which allow children some privacy and encourage concentration.

A wealth of other ideas and design guidelines are presented in *Recommendations for Child Care Centers.* Topics such as "learning bathrooms," "child caves," "retreat and observation points," and "infant circle of activity" are discussed. Directors and architects planning a child care facility will find this a useful reference.

Outdoor Space for Children. Outdoor space must also be planned with children's developmental needs in mind. Space for cognitive language, social-emotional, as well as physical development should be planned. The following guidelines are recommended for the design of outdoor learning environments:

- Provide at least 75 square feet per child.
- Plan for the outdoor environment to be an extention of the indoor environment and visa versa (adjacent to building, covered entry, same level as indoors).
- Locate area to take advantage of natural solar heating in winter (south or southwest side of the building) and building shade in summer (north or northeast side of the building).
- Have a variety of surface textures and levels.
- Define play areas with appropriate landscaping but allow children to view other areas.
- Provide both open and semi-closed spaces.
- Include a wheel toy path turn-around area that is separate from quiet play areas.
- Have water and restrooms easily accessible.
- Zone areas so that active and passive kinds of play are separated.
- Provide areas for water play, sand play, dirt digging, and gardening.
- Plan environment to accommodate the needs of handicapped children.

Children need a variety of outdoor play areas. Almost anything that is done indoors can be done outdoors if the environment is appropriately designed. Safety is also an important consideration in design and is discussed more fully in Unit IV, "Nutrition, Health, and Safety."

Support Areas. Other spaces in the child care facility support the program for children. Those spaces include:

- Administration
- Food Service
- Parent Area
- Staff Area
- Entry
- Isolation
- Housekeeping
- Storage
- Parking
- Observation

Each of these areas must be carefully planned. The entrance is perhaps one of the most important areas but is often overlooked in planning. The entry should be warm and inviting for both

children and parents. A friendly door, a porch, and a front garden are some of the ways to create this impression.

Once inside the facility, visitors should be able to see easily the administrative offices. These areas, too, should appear friendly. Glass and low walls are ways to give visitors a view of the friendly faces working in this area. Having a visually open administrative area is also important for supervision by the director. The director should not only have a view of the entrance to the building but should also be able to see the children's indoor and outdoor areas.

The design of the child care facility can have a great effect on parent participation in the program. A parent reception area, conference room, observation windows, and transition areas between the entry area and the children's area can encourage parents to spend more time at the center. Parents need to feel that this is a special place for them as well as for their children.

Support areas for staff are also important. Caregivers need plenty of work and storage areas. They also need a quiet area just for them so that they can get away for a few minutes.

The impact of a well-planned facility cannot be overemphasized. Many individuals are involved in this planning process—the board of directors, the program director, licensing and other officials, architects, and contractors. Together these individuals identify their goals and philosophy, determine design guidelines, plan a schedule, design the facility, and construct the facility. It is a long and detailed process which can be one of the most exciting events of a child care program director's career.

Working with an Architect. The architect selected to design the child care facility has, ideally, some experience in designing child care facilities. If this is not possible, the architect should have, at least, some experience in designing facilities of a size and with a budget similar to a child care facility.

Being able to understand the needs of young children and to translate this understanding into the design is the architect's goal. The child care program planners must be effective in communicating these needs. The design guidelines just discussed can help the architect.

Throughout the design process, the child care program planners should have frequent opportunities to evaluate the process. Care should be taken to closely study the first plans submitted by the architect. Feedback about this first design plan is incorporated into a revised plan. This process of planning and feedback continues until a final plan is developed and accepted. Once a design is decided upon, the architect can assist the program planners in supervising the actual building of the facility.

Remodeling. More often than not child care programs are housed in existing buildings. These buildings are not usually designed with young children in mind. Therefore, remodeling is often necessary.

Before signing a lease or purchasing agreement, the director or program planners need to determine what has to be done to meet licensing standards and other regulations. Sometimes major remodeling tasks, such as adding an exit for fire safety or additional toilets, are needed. In such cases, the cost of remodeling may be so high that program planners must look for another facility.

Once it has been determined that a facility can meet licensing regulations, other design guidelines can be considered. The same features desirable in a new facility are also desirable in a remodeled facility. For example, the entrance and overall outside appearance of the building must be appealing to parents and children.

A list of priortized remodeling tasks is useful. Those tasks which are most important can be done first. Other tasks can be done as funds are available.

When considering an existing facility for a child care program, program planners must carefully investigate the costs associated with any remodeling tasks. Sometimes, the cost of remodeling is close to the cost of building a new facility. It may be wiser, if sufficient funding is available, to invest those funds in new construction.

Summary. The planning and cooperation which goes into facility development results in a facility which meets the needs of young children. The facility's design also reflects the program's philosophy and goals and communicates these to parents, staff, and children. Directors who are involved in facility development must be skillful in planning and communicating. They must be ready to call upon and work closely with a variety of professionals.

Facility Maintenance

Maintaining a child care facility is an ongoing responsibility for child care program directors. A maintenance calendar is one tool which helps the director plan for regular maintenance. Another useful tool is a list of qualified individuals or companies which can provide maintenance services or repairs. Of course, directors can also learn to do many maintenance tasks themselves. Knowing how to make minor repairs can save dollars for the child care program.

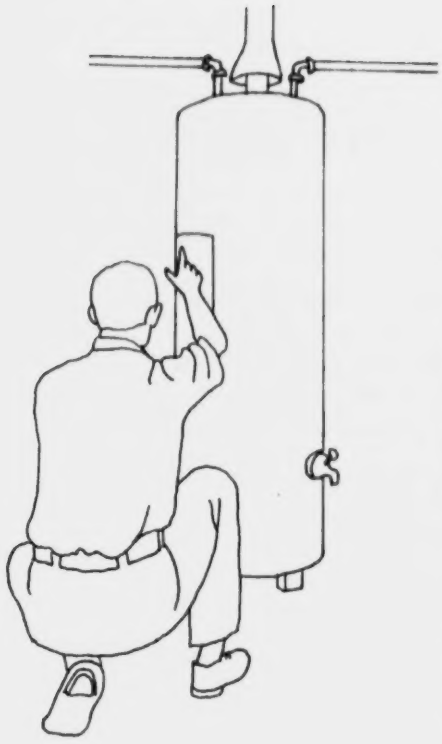
Maintenance Calendar. Facilities last longer and serve better when properly maintained. Besides general tasks such as cleaning floors, walls, windows, etc. (discussed in Unit IV, *Nutrition,*

Health, and Safety), the following tasks should be included on the maintenance calendar.

- Inspect and service heating system
- Inspect and service cooling system
- Inspect and service water heater
- Inspect electrical system
- Inspect plumbing
- Inspect interior building structure
- Inspect exterior building structure
- Inspect concrete sidewalks, parking area, paving
- Inspect locks and security devices
- Provide for insect control
- Maintain grounds (yards, garden, play surfaces)
- Inspect outdoor equipment
- Inspect fence, gate

Some of these items need only be attended to once or twice a year, such as an inspection and service of heating and cooling systems. Other tasks, such as grounds maintenance, need to be attended to weekly or even daily. Directors need to know how to inspect their building, grounds, and equipment and to know when to call upon other professionals for assistance.

Maintenance and Repair Services. Directors often need the help of other professionals in maintaining their facility. Often the company that installs a major equipment item, such as a heating or cooling system, will provide seasonal maintenance as a part of the warranty or of a maintenance contract. Sometimes the electric or gas company will inspect a facility free of charge. Police departments can also give free advice on security devices and systems. At other times, the director must look for a specific professional to do a job, especially for repairs.



Regular inspections will help the director identify minor problems before they become major. If the director has kept an up-to-date list of repair persons or companies, a phone call will usually result in quick action to remedy the problem.

Developing a list of reliable repair persons or companies takes time to compile. First a director needs to check with other directors in the community for references. Other sources include the phone book, classified ads, or the local college or university. When dealing with unknown individuals or companies, it is wise to ask for references and check them out. Whether the individuals or companies are known or not, a written agreement or contract should be made before repair work begins. The agreement should clearly state what is to be done, how long it will take, and the costs involved.

Do-It-Yourself. Directors can save a lot of money if they know how to handle some of the minor repair problems which arise in the child care facility. Basic knowledge of minor repair procedures and tools is necessary. Minor repairs are usually simple, requiring step-by-step procedures. Many useful reference books can help directors teach themselves minor repair procedures.

Directors should remember, however, that some problems can be made worse if the person attempting the repair really does not know what to do. Knowing when to call in an expert is just as important as knowing how to make some minor repairs.

Summary

Most new directors are surprised to discover how much thought and planning goes into developing and maintaining a child care facility. They may feel uncomfortable about such large undertakings as designing a new facility or planning the maintenance calendar for an existing facility. Most directors, however, find that they have plenty of help and support from other professionals for both of these important tasks.

REFERENCES

Better Homes and Gardens (eds.). *Step-by-Step Household Repairs.*

Cherry, Clare, et al. *Nursery School and Day Care Center Management Guide.*

Cohen, Uriel, et al. *Recommendations for Child Play Areas.*

Moore, Gary T. and Cohen, Uriel. *Designing Environments for Handicapped Children.*

Moore, Gary T., et al. *Recommendations for Child Care Centers.*

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 15

LEARNING OBJECTIVE

Evaluate the location of a child care facility.

DIRECTIONS

1. Visit a child care facility in your city. [NOTE: Your instructor may want to coordinate this lab with other students so that each student evaluates a different site.]
2. Evaluate the child care facility's location using the check list on the following page.
3. Answer the questions below.

KEY QUESTIONS

What are the strong points of this location for a child care facility?

What are the weak points of this location for a child care facility?

Overall, do you feel this site is well located? Why?

How high should a site score on the rating scale in order to be considered for a child care facility? Why?

CHILD CARE FACILITY LOCATION:
RATING SCALE

DIRECTIONS:

Observe the location. Make inquiries for other needed information. Rate the location's compliance with each of the listed criteria. Add additional criteria if desired. Use the following rating scale to score each item.

CRITERIA	SCORE
1. Location is convenient for parents.	_____
2. Image of surrounding area is positive.	_____
3. A child care facility here fits into the surrounding area.	_____
4. Area appears to be safe, having adequate police and fire protection.	_____
5. Neighborhood or area appears to be stable or growing.	_____
6. Site is located away from busy streets.	_____
7. Location is easy to find.	_____
8. Site has public transportation nearby.	_____
9. Site is located between two or more cultural/economic areas.	_____
10. Site is near community resources such as parks, museums, or libraries.	_____
11.	_____
12.	_____
TOTAL	_____

Student's Name:_____ Date: _____

Course: _____

LAB EXPERIENCE 16

LEARNING OBJECTIVE

Analyze energy conservation in a child care facility.

DIRECTIONS

1. Visit a child care facility to investigate energy conservation measures.
2. Review references on energy conservation if you need to.
3. Answer the questions below.

KEY QUESTIONS

Is the building located so that it can take advantage of the winter sun and provide protection from northerly winds? Explain. Draw a sketch of the building.

Inside the building, what evidence of energy conservation did you observe? (Notice doors, windows, insulation, heating and cooling systems, use of appliances, etc.)

What landscaping features help to conserve energy? Describe these features and make a sketch.

What recommendation can you give for improving this facility's use of energy?

Student's Name:_____ Date: _____

Course: _____

LAB EXPERIENCE 17

LEARNING OBJECTIVE

Evaluate the design of an indoor child care environment.

DIRECTIONS

1. Arrange to visit and observe a child care facility. [NOTE: Your instructor may want to coordinate your visit so that each student in your class visits a different facility.]
2. Review the design guidelines you prepared for class or study references.
3. On a separate sheet of paper, make a scaled drawing of the facility.
4. Answer the questions below.

KEY QUESTIONS

About how much space was provided for each group of children? Was there at least 35 square feet per child?

What features in the children's environments fostered independence? (Note child-sized features.)

Describe the type of lighting used.

Did the children's environments have good acoustics? Describe.

What variety of floor and ceiling levels did you observe?

What kind of access do children have to bathrooms? Are the bathrooms appropriate for young children?

Describe the area designated for infants. What design features did you observe that are especially useful for infant environments?

Describe the area designated for toddlers. What design features did you observe that are especially useful for toddler environments?

How is the administrative area situated in relation to the rest of the facility? Is it well located and designed?

What are the food service areas like? Describe.

Based on your observation of this facility, what recommendations might you make to someone building a new center? List them below.

Student's Name:_____ Date: _____
Course: _____

LAB EXPERIENCE 18

LEARNING OBJECTIVE

Evaluate the design of an outdoor child care environment.

DIRECTIONS

1. Arrange to visit and observe the outdoor area of a child care facility. [NOTE: Your instructor may want to coordinate your visit so that each student in your class visits a different facility.]
2. Review the design guidelines you prepared for class or study references.
3. On a separate sheet of paper, make a scaled drawing of the outdoor area.
4. Answer the questions below.

KEY QUESTIONS

About how much space was provided for children? Was there at least 75 square feet per child?

What variety in textures and levels did you observe? Describe.

Were both open and semi-closed spaces provided? Describe those spaces.

How was wheel toy play incorporated into the environment?

Were areas arranged so that active and passive kinds of play were separated? Explain.

What was the relationship of the outdoor area to a source of drinking water and restrooms?

How did the landscaping work into the outdoor play area? What types of trees, shrubs, surfaces, etc., were observed?

How were water, sand, and dirt play incorporated into the environment?

Based on your observations of this facility, what recommendations might you make to someone designing a new outdoor environment for young children? List them below.

Student's Name:_____ Date: _____
Course: _____

LAB EXPERIENCE 19

LEARNING OBJECTIVE

Analyze ways that a child care facility can accommodate the handicapped.

DIRECTIONS

1. Visit a child care facility that has a program featuring mainstreaming of handicapped children.
2. Observe ways that the facility is designed to accommodate handicapped children and adults.
3. Answer the questions below.

KEY QUESTIONS

What special needs do the children and adults in this program have?

How does the environment's design help these individuals with special needs? Describe the features that you observed.

What other features in the environment might aid handicapped children and adults?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 20

LEARNING OBJECTIVE

Analyze an existing facility in order to recommend remodeling tasks.

DIRECTIONS

1. Locate a vacant facility in your community which might make a good child care center.
2. Prepare a check list of licensing and other regulations which must be met by the building. [NOTE: You may have developed such a list in class].
3. Visit the facility and determine what features in the facility would have to be changed or added in order to meet the regulations.
4. Answer the questions below.

KEY QUESTIONS

What would have to be changed in order to bring this facility up to standards? List the recommended remodeling tasks below.

Of the tasks listed, which would be the most costly? Would some remodeling tasks be impractical?

Of the tasks listed, which might you be able to do yourself?

In summary, do you feel the cost involved in remodeling this building is worth the price? Why?

Student's Name:_____ Date: _____
Course: _____

LAB EXPERIENCE 21

LEARNING OBJECTIVE

Determine maintenance tasks common in child care facilities.

DIRECTIONS

1. Arrange to interview a child care program director about facility maintenance.
2. Plan your interview questions so that you will be able to answer the questions below.
3. Answer the questions below.

KEY QUESTIONS

What kind of maintenance tasks are done on an annual or seasonal basis?

What kind of maintenance tasks are done monthly or more often?

What are the director's most common maintenance or repair problems?

What types of maintenance and repair does the director or a member of the staff do? What types are contracted out to others?

What maintenance and repair jobs are the most expensive?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions:	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and to the children, when appropriate?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Evaluated: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Evaluation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Following directions	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Use of materials	☐	☐	☐	☐	☐
Professional demeanor	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
Listening skills	☐	☐	☐	☐	☐
Product developed	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed or product to be evaluated based on the lab experience. This should be done before the student is observed.

Performance Objectives

Parents and the Community Unit III

Parents

- Determine ways that parents can participate in a child care program.
- Explain the importance of establishing and maintaining open communication between parents and the child care staff.
- Analyze strategies which promote positive relationships between parents and the child care staff.
- Develop an outline for a parent handbook which describes the services, goals, and policies of a program.
- Participate in a parent meeting.
- Prepare a sample parent newsletter.
- Collect ideas for parent bulletin boards.

The Community

- Analyze the multicultural influences in the community.
- Develop marketing strategies for a child care program.
- Outline strategies for advertising a child care program.
- Develop a brochure describing a child care program.
- Prepare and give a speech on a child care program and the importance of quality child caregiving.
- Compose guidelines for recruiting and utlizing community volunteers.
- Compile a directory of community services and agencies which administer to the needs of children and families.
- Investigate relationships among agencies that offer services to families.

An Overview

The parents and the community are two major influences affecting child care programs. The importance of parent participation should be recognized by child care professionals. Parent participation can be encouraged by open communication and positive relationships between staff members and the parents of children in the program.

A reciprocal relationship exists between the child care program and the community. The multicultural composition of the community influences the program for children. The community provides volunteers, as well as services and agencies, to meet the needs of children and families. The child care program, in turn, provides a valuable service to the community. Each of these major influences is reviewed briefly below. For more in-depth information, study the references listed at the end of the overview.

Parents

The primary purpose of involving parents in a child care program is for parents and caregivers to work together to facilitate growth and development of the child. Parent involvement begins with the commitment by each staff member that involved parents are essential to the success of the program and the development of the child.

In participating in a child care program, parents can take on planning, policy making, or volunteer roles. As policy makers, parents may take part in planning a new program, serving on the board of directors, or in determining the objectives, goals, policies, and procedures of the center. Established programs consistently seek new policies and procedures to improve and increase their services. Through participating in this role, parents continue to influence the program as it develops.

Aiding in the classroom, sharing a special talent with the children, and supervising the children on the playground are ways that parents can serve as volunteers. Clerical skills, fund raising, consultation, building playground equipment, and providing refreshments for parent meetings are other ways that parents can participate as volunteers. In effective programs, all parents

have the opportunity to participate and to select the type of participation best for them. Parents should, therefore, feel comfortable since they themselves determine the extent of their participation.

Each child care center and each set of parents is unique. Therefore, the appropriate kind of parent involvement must be determined for each center-parent combination. The factors to consider when planning parent involvement include the following:

1. The number of working parents influences parent involvement. Obviously, in a child care program where all of the parents are working, few parents could be caregiver aides. However, parents can participate in other ways. For example, they can save throwaway items for art projects or donate old clothes and shoes for the dramatic play center. Parents who work part-time or have flexible working schedules can participate more often and in a wider variety of ways.
2. The stability or mobility of the community which makes up the program also determines the kind of parent involvement. If the population is highly transient, involvement that takes a long period of time is not possible. If the community is stable, parents can work on long-range projects such as playground improvements.
3. The size of the community affects the kind of parent involvement. If children and parents commute long distances to or from the center, it may be difficult to arrange ways to involve parents. However, a center which is located near the homes of children may encourage more parent involvement.
4. The physical setting of the center may also affect the degree of parent involvement. If a center can afford the luxury of space where parents can meet, parent involvement becomes easier. Setting aside an area for parents says to them that the center is their center as well as that of the children.

Parent-caregiver communication is an important responsibility of both the parent and the caregiver. The two-way communication process is important for four primary reasons. First, through parent and caregiver communication, consistent guidelines can be established at home and at the center, making it easier for the child to know what is expected of him or her whether with parents or a caregiver. Second, through communication between parent and caregiver, the accomplishments of the child and frustrations with the child can be shared. By sharing accomplishments and frustrations, parents and caregivers can gain a better understanding of the developmental level of the child. Third, parents and caregivers have the opportunity to be support systems for each other. Both parenting and caregiving can be trying and exhausting. Each adult can provide a listening ear for the other in times of need. The fourth reason for establishing parent and caregiver communication is to prevent a "lack of communication." Only when expectations,

attitudes, and feelings are communicated can caregivers and parents have clear guidelines to follow. When these guidelines are absent, misunderstood intentions and motivations are frequently the result.

Parents and caregivers communicate in many ways. The following ideas suggest ways to communicate with parents.

Parent Reception Area. The parent reception area helps parents feel welcome and encourages communication between parents and caregivers. This area should be an inviting and comfortable place for parents. Written materials may be located in a parent reception area to help communicate information to parents. Some materials which could be located in this area include a handbook for parents, newsletters, bulletin boards, brochures, and current publications.

Parent Handbook. A parent handbook is designed to help the parent become oriented to the program and to serve as a reference source for obtaining information about the child care program. The parent handbook should include at least the following information:

- Statement of the program's philosophies, policies and services
- Information on requirements that must be met before admission to the program (e.g., personal information, health history forms, etc.)

Other information in the handbook might include:

- Developmental characteristics of young children
- Ways to foster a child's development
- Health and safety of young children
- Policies about reporting children's progress
- List of supplies parents need to purchase for the child
- Ways parents can be involved in the center
- Dates of scheduled meetings

Brochures, Bulletins and Newsletters. Brochures, bulletins, and newsletters have an important role in the communication process between parents and caregivers. Through these written materials, parents learn about revisions in policies, special services and fees, plans for parent conferences, as well as special activities scheduled throughout the year. These materials may also assist parents in interpreting the program and activities provided for children. In addition, special notices can be prepared to inform parents as new developments occur (for example, an outbreak of chicken pox in the toddler classroom).

Parent Meeting. Another means of providing communication between parents and caregivers is through a parent meeting. The purpose of a parent meeting may be to communicate program policies to parents; to inform parents about the daily program or about the types of activities or seasonal events that are planned; to view a film; or to hear an authority speak on some phase of child development.

Individual Conference. The planned, individual conference should be a two-way communication process in which parents learn of their child's progress from the caregiver. In addition, parents have the opportunity to discuss differences of beliefs and procedures relative to working with the child. The individual conference also provides an opportunity for the caregiver to gain an understanding of the child's home environment.

Home Visit. The home visit is another means of communication between parents and caregivers. A home visit before the child enters the program is a valuable time for the parents and caregiver to become acquainted. A friendly home visit will make the child, as well as the parents, more comfortable on the first day at the center.

Other ways to foster positive communications between parents and caregivers include:

- Telephone conversations
- Notes to parents
- Observation forms for parents
- Folders with cumulative information about a child's development

Summary. The parent-caregiver relationships are important relationships for providing optimal conditions in which children learn and develop. The type and extent of parent involvement is unique for each parent-child care center relationship. Several things can be initiated by the child care center to promote communication with parents. Primarily through these communications may parents and caregivers work together for the benefit of the child.

The Community

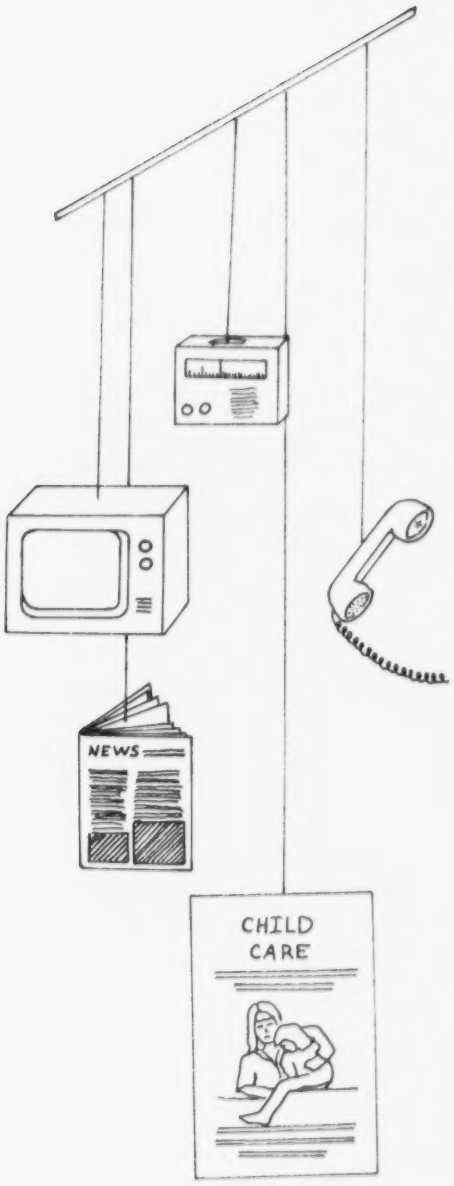
A child care program's relationship to the community is just as important as its relationship to parents. The multicultural aspects of the community need to be understood and reflected in the child care program. Understanding of effective marketing strategies is also necessary for program success. The child care program director who is aware of these and other factors in community relationships knows how to serve the community and how the community can serve the child care program.

Multicultural Influences. Today's communities are made up of people from many different cultural groups. A cultural group shares common values, beliefs, and life styles. When children come to the child care program, they bring a unique heritage with them. To promote healthy development, each child's culture must be valued and respected by the child care program staff as well as the other children.

The child care program director takes a leadership role in setting the tone for mutual respect. Finding out about the various cultural groups represented by the families of the children is the first step.

Good parent relationships play a central role. Parents can provide information about their values and life styles. The child care program staff can, in turn, find ways to incorporate elements of the child's culture into the program. Avoiding undesirable conflict caused by differences in values can be minimized when lines of communication between parents and caregivers are open.

Analyzing the multicultural influences in the community helps the child care program meet the needs of individual children and families. In addition, such understanding can contribute to better marketing practices.



Marketing Strategies. Marketing strategies perform an important role in involving the total community in a child care program. The director should serve as a model and encourage the staff to be aware of their role in influencing the community's attitude about the program and the child care profession.

When planning marketing strategies, it is important to consider several questions:

What type of image do you want to present? Many factors influence the image of the program. The appearance of the physical setting, the behavior of the personnel, and the name of the program are some factors which influence the program's image. Some people will be attracted by one image and some by another.

What audience do you want to reach? The direction of marketing should be based on the consideration of which families or groups of people you want to reach. Usually, young families are a prime target for the marketing efforts of child care centers.

What is the purpose of the marketing effort? It is important to consider what you want to accomplish through a marketing strategy. Are you trying to build enrollment? Are you trying to maintain your image as an excellent learning environment for young children? Do you want to be viewed as a source of information? Have you changed location or sponsorship and want to tell the public?

What information do you want to communicate? Do you want to communicate your program's philosophy, goals, and purposes? Is it important to provide information on enrollment procedures and the children who are served by the program?

What is the best way to communicate the information to the audience? Which marketing methods do you want to use? Among the more common methods are:

- Paid advertisements in newspapers, telephone directories, radio, TV
- Posters in laundromats, shopping centers, libraries
- Participation in professional organizations
- Volunteering the building as a site for community meetings
- News stories in community papers, announcements of meetings or events

- Director and staff participation in community affairs
- Open house
- Word of mouth

As plans are made for presenting the child care center to the public, various marketing strategies should be considered. A director should be aware of the major questions to consider and the various ways of advertising the center.

Volunteers. Child care programs may utilize volunteers in many ways. For example, volunteers can perform and supplement staff functions. The volunteer program is managed by the program director or a volunteer coordinator. A volunteer program coordinator should consider sources for recruiting volunteers, a screening process for utilizing volunteers, and an orientation session for the volunteers.

Available sources for recruiting volunteers will vary, depending on the size of the community and the demands of the other agencies in the community. The potential sources for locating volunteers for child care programs are:
- Personal friends of the child care staff
- High school or junior high school students
- Senior citizens
- Colleges or universities
- Volunteer bureaus

A volunteer screening process should be conducted for each volunteer. The same care that goes into staff selection should go into volunteer selection. Not everyone is suitable for volunteer work in a child care program.

Before volunteers begin their work assignment, they should attend an orientation session. The orientation session covers the following general topics:
Organizational matters: the program's structure, the staff members, and the children's groups.
Educational matters: program objectives and how they are implemented.
Developmental information: ages of the children, general information about the children and what to expect from them.
Responsibilities of volunteers: general expectations, schedules, and assignments in written form.
Supervision of volunteers: who will supervise, who will evaluate, and who should be consulted when there are problems.

Community Services and Agencies. The director is responsible for relations with community services and agencies. The amount of time and the degree of involvement varies according to the type of program and the director's individual style.

Directors need to know what services are provided by each community service and agency in order to refer families. The job of

utilizing community resources begins with the development of a list of services and agencies in the surrounding community. After determining which agencies provide services related to the clients' needs, directors should attempt to establish personal contact with as many agencies as possible.

In addition to referring children and families, directors may use community services and agencies as resources for information. Many agencies have personnel and materials available for in-service staff training, consultation, and technical assistance. A range of services may be available from other types of agencies such as the public library, the electric company, and medical, dental, and mental health services.

Summary. The community offers many resources for child care programs and the families they serve. A director has the responsibility of knowing what resources are available and how to use them. In addition, the director seeks to understand the multicultural aspects of the community so that children in the program can develop positive attitudes about themselves and others.

Summary

Parents and the community have a great influence on child care programs. Child care program directors can use this influence to create quality programs. A director who has a knowledge of how the community's values and life styles affect children and who involves parents in the center has taken steps to effectively meet the needs of the children and the community. A child care program's relationship to the community is further enhanced when directors actively develop their marketing strategies through advertising, brochures, public speaking, and other approaches.

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Schon, Bruce and Neugebauer, Roger. "Marketing Strategies that Work in Child Care."

Sciarra, Dorothy, J. and Dorsey, Anne G. *Developing and Administering a Child Care Center*.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 22

LEARNING OBJECTIVE

Analyze parent participation in a child care program.

DIRECTIONS

1. Arrange to visit a child care program which has an active parent participation program.
2. Interview a staff member about the parent participation program.
3. Prepare a list of questions in advance.
4. Answer the questions below.

KEY QUESTIONS

In what ways does the child care program promote parent participation? Describe at least three ways.

Do the efforts of the director and staff to promote parent participation seem successful? Why?

If you were responsible for coordinating the parent participation program at this center, what would you do differently?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 23

LEARNING OBJECTIVE

Analyze strategies which promote communication between parents and child care staff members.

DIRECTIONS

1. Arrange to visit a child care program.
2. Analyze ways the program promotes positive relations through communication between parents and staff.
3. Prepare a list of questions in advance.
4. Answer the questions below.

KEY QUESTIONS

What are the sources of written communication between parents and caregivers?

In what ways does oral communication occur, either formally or informally, between caregiver and parents?

From the caregivers perspective, which strategy seems to be the most effective?

What ways could the existing program be modified to encourage more caregiver-parent communication?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 24

LEARNING OBJECTIVE

Analyze communication which takes place between parents and caregivers during arrival and departure times.

DIRECTIONS

1. Arrange to visit a child care facility during arrival or departure times.
2. Observe the communications which occur between parents and caregivers.
3. Answer the questions below.

KEY QUESTIONS

Who seems to initiate the parent-caregiver communication process?

Was the communication predominately a one-way or two-way process?

What types of information were generally communicated during arrival or departure times?

Describe one example of nonverbal communication occurring at arrival or departure time.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 25

LEARNING OBJECTIVE

Evaluate a parent meeting.

DIRECTIONS

1. Arrange to attend a parent meeting sponsored by a child care program.
2. Answer the questions below.

KEY QUESTIONS

What was the purpose of the meeting?

What was the basic format of the meeting? Briefly describe.

What were the strengths and weaknesses of the meeting?

If you had been responsible for conducting this meeting, what would you have done differently?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 26

LEARNING OBJECTIVE

Prepare a child care center newsletter.

DIRECTIONS

1. Arrange to interview one caregiver from each room or group in a child care center. Imagine that you are the center's "roving reporter."
2. Ask each caregiver interviewed to give you some interesting news about the children and their activities during the past week or so.
3. Compile your notes and develop a center newsletter for parents. Attach the newsletter to this lab report when turned in for evaluation.
4. If possible, have your newsletter approved by the child care program's director and perhaps you can distribute it to the parents.
5. If you can distribute the newsletter, try to get some feedback from the caregivers about the parents' reactions.
6. Answer the questions below.

KEY QUESTIONS

What kind of information did you include in your newsletter and why?

How did you decide on the format?

How does this type of newsletter, featuring the children's activities, enhance parent-center relationships?

If you distributed your newsletter, what kind of feedback did you receive?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 27

LEARNING OBJECTIVE

Analyze the use of parent bulletin boards in a child care center.

DIRECTIONS

1. Arrange to visit a child care center.
2. Carefully study the parent bulletin boards in the center.
3. Answer the questions below.

KEY QUESTIONS

What kinds of information is communicated on the parent bulletin board(s)?

Do the bulletin boards communicate effectively? In other words, are they conveniently located for parents? Are only one or two main ideas featured for quick reading? Explain.

Identify ways that the bulletin boards could be used more effectively.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 28

LEARNING OBJECTIVE

Analyze how multicultural aspects of the community are reflected in a child care program.

DIRECTIONS

1. Arrange to visit a child care program.
2. Tour the center for evidence of multicultural influence, both in the environment and in the interactions between children and caregivers.
3. Answer the questions below.

KEY QUESTIONS

What cultural groups did you see represented among the children at the center?

What interactions between children and caregivers reflected an understanding of the children's cultural groups?

How were these different cultures reflected in the physical setting? Give several specific examples.

In what other ways might a child care program demonstrate multicultural influences?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 29

LEARNING OBJECTIVE

Evaluate the image projected by various child care facilities.

DIRECTIONS

1. Obtain a camera and film.
2. Take a picture of five child care center facilities from the street. Be sure to include the name and/or sign of the center in the picture, if possible.
3. Have the pictures developed.
4. Mount pictures on paper and attach to this lab report when turned in for evaluation.
5. Answer the questions below.

KEY QUESTIONS

What "image" is projected by each center? Briefly describe the image of each.

Center #1

Center #2

Center #3

Center #4

Center #5

What factors contributed to positive images for child care facilities?

Do you think the outside appearance of the child care facility is important? Explain.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 30

LEARNING OBJECTIVE

Prepare and give a speech on the importance of quality child caregiving.

DIRECTIONS

1. Prepare a speech about the importance of quality child caregiving.
2. Read several references to find out how to prepare effective speeches.
3. Present your speech to an audience of parents, professionals, or other students.
4. Evaluate your speech using the check list on the next page.
5. Answer the questions below.

KEY QUESTIONS

What were the major points of your speech? Briefly outline the major points.

What were the strengths and weaknesses of your speech?

Did you communicate effectively? Explain.

CHECK LIST FOR SPEAKING EFFECTIVELY

	YES	NO
Was my speech well organized?	_____	_____
Did my speech have an introduction, a body, and a conclusion?	_____	_____
Was the content of my speech appropriate for the audience?	_____	_____
Was the content relevant to the interests and needs of the audience?	_____	_____
Did I support my statements with examples and/or evidence?	_____	_____
Did I fit the appropriate amount of information into the allowed time?	_____	_____
Was my tone of voice appropriate?	_____	_____
Was my volume appropriate?	_____	_____
Were my mannerisms relaxed and natural?	_____	_____
Did I stimulate the audience to think about or challenge my statements?	_____	_____
Did I provide a time for discussion or questions?	_____	_____
Was my style of delivery authoritative?	_____	_____

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 31

LEARNING OBJECTIVE

Analyze guidelines for recruiting and utilizing volunteers in a child care program.

DIRECTIONS

1. Locate a child care program that utilizes volunteers.
2. Interview the director about how volunteers are recruited and utilized in the program.
3. Prepare questions ahead of time.
4. Answer the questions below.

KEY QUESTIONS

How does the director recruit volunteers for participation in the program?

What kind of screening procedure is followed before utilizing volunteers?

What are the responsibilities of the volunteers in the child care program?

How is supervision of volunteers handled in the child care program?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions:	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and to the children, when appropriate?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Evaluated: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Evaluation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Following directions	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Use of materials	☐	☐	☐	☐	☐
Professional demeanor	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
Listening skills	☐	☐	☐	☐	☐
Product developed	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
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COMMENTS

*The instructor will fill in specific behaviors to be observed or product to be evaluated based on the lab experience. This should be done before the student is observed.

Performance Objectives

Nutrition, Health, and Safety Unit IV

Regulations

- Summarize local regulations and state licensing standards regarding nutrition, health, and safety in a child care center.

Nutrition

- Plan a cycle menu for a child care center based on the USDA Daily Food Guide.
- Analyze equipment needs for food service operations in a child care center.
- Investigate purchasing practices related to food service in a child care center.
- Evaluate the director's role in ensuring that food is prepared and served under sanitary conditions.
- Analyze appropriate mealtime practices for children in a group child care setting.

Health

- Identify health care components of a child care program.
- Evaluate the director's role in maintaining a clean and sanitary child care environment.
- Describe procedures for reporting signs of child abuse and neglect.

Safety

- Develop safety policies and guidelines to follow in the child care center.
- Demonstrate appropriate first aid for illness or injury which might occur in the child care center.
- Discuss the importance of being familiar with emergency care procedures when caring for children with special needs.
- List first aid supplies that should be on hand at a child care center.

An Overview

Perhaps one of the most important responsibilities of the child care program director is ensuring the health and safety of the children and staff. In addition, the director must see that nutritious meals and snacks are served. Local regulations and state licensing standards are valuable guides while planning the nutrition, health, and safety aspects of the program. These guidelines are meant to protect children and should be followed strictly. The director's role in nutrition, health, and safety in the child care center is reviewed briefly below. For in-depth information study the references at the end of the overview.

Regulations

The majority of local regulations and licensing standards which affect child care programs deal with nutrition, health, and safety. Licensing standards were orginally designed to protect the physical health of children. Most licensing standards contain requirements for:

- The percent of a child's daily nutrition needs which should be met by the program
- The timing of meals and snacks
- The development and use of menus
- Qualifications for food service workers
- Emergency procedures
- Health records
- The giving of medication
- Sanitation

The director of a new program should contact the local licensing office for information about state licensing standards and local agencies it may be necessary to contact. Once a program is under way, the director must continue to monitor the program to be sure standards and regulations are being met.

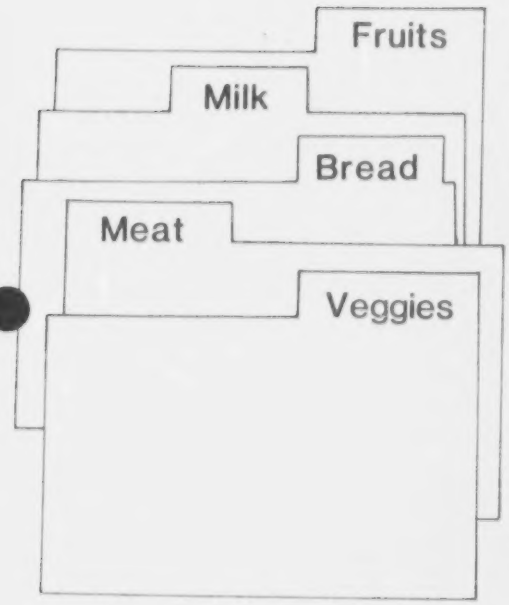
Nutrition

Meals and snacks can be among the most enjoyable events in a child care center. However, much careful planning is necessary to ensure positive results. Menu planning involves attention to children's nutritional needs as well as cultural influences. Advanced planning is also necessary before purchasing equipment, supplies, and food.

In addition to careful planning, the director must see that all food is prepared under sanitary conditions. Staff who work with food are trained to diligently follow certain food preparation procedures.

Food that is nutritious and well-prepared will not be enjoyed unless it is served in a positive atmosphere. Decisions regarding how meals and snacks will be served are made during the early planning stages of a child care program. Food preparation, service, and cleanup can also be an important part of the children's curriculum.

The director's role in nutrition in the child care program primarily involves planning and supervision. Good management skills are essential.



Menu Planning. The written plans for meals and snacks are called *menus.* Menu planning can be done by a special committee composed of the director, a nutritionist, a parent, the cook, and a caregiver. Each of these individuals contributes unique and important information to the menu planning process.

The menu planning committee should meet about four times a year or once a season to prepare cycle menus. *Cycle menus* focus on the seasons of the year and include three or four weekly menus. During the season, the cycle menu is repeated. Such planning allows for meals and snacks to be economical as well as nutritious since foods that are "in season" are lower priced.

When planning, the committee considers the nutritional needs and cultural influences of the children. The U.S. Department of Agriculture's Daily Food Guide should be used as the basis for planning. The guide, based on the Recommended Daily Allowances (RDAs), states the number of servings recommended from four of the five basic food groups. Knowledge of the foods and food preparation methods of various local cultures is also important. Serving a familiar cultural dish supports children's self-concepts and encourages positive feelings about individual differences.

Equipment. Equipment needed for food service in a child care program depends largely on the number of children to be served. Programs serving less than 30 children can use domestic equipment. Programs serving more than 30 children should use commercial equipment.

One of the most important concerns of program planners about designing and equipping a kitchen is meeting all state and local regulations to ensure safety. Contact with local authorities early in the planning stages is essential.

To prepare meals and snacks in a child care center, the following basic equipment is needed:

- Range with oven
- Ventilating system over cooking equipment
- Refrigerator and freezer
- Hand sink
- Three-compartment dish washing sink
- Worktables or counters
- Shelving for dry storage

In addition, small equipment such as cutlery, measuring devices, utensils, pots, pans, and mixing bowls is needed. One way to determine small equipment needs is to examine menus and recipes that will be used. For each dish or food, list all equipment that would be needed to prepare it.

When purchasing large equipment, it is a good idea to make a list of "specifications" or features that are desired in each piece of equipment. The list of specifications should be submitted to several suppliers to obtain bids. The suppliers respond with a description of their product that meets your specifications and a price. In this way, the best equipment at the best price can be obtained.

Purchasing Food. The individuals who purchase food for the child care program must have knowledge and skill in quantity food purchasing. Often, the director, in cooperation with the cook, plans food purchases. Knowledge about the type, quantity, and quality of food to buy depends on the number of children to be served, the menu, available storage, and the budget. The overall goal is to purchase quality products for a reasonable price. A useful resource is the United States Department of Agriculture publication *Food Buying Guide for Type A School Lunches*. This guide provides tables which help the food buyer determine how much to buy to serve a certain number of children.

The same kind of care applied to food purchasing must also be applied to receiving and storing food. When food orders arrive, someone should immediately and carefully check the delivery. The delivery should match the actual order. The condition and quality of the items are carefully checked as well. Items of poor or questionable quality should be returned.

After a delivery is accepted and necessary records made, items are properly stored. Foods are stored in one of three ways: dry storage, refrigerated storage, and freezer storage. Dry storage will include items such as canned goods. Refrigeration is needed for fresh produce, dairy products, and meats. Freezer storage is needed for frozen foods such as fruit juice concentrates. Requirements for temperature control in each area need to be observed. A thermometer placed in each of the three areas helps to assure safe storage.

Food service is one of the larger budget items in a child care program. Few programs can afford to waste money through poor purchasing practices. A director not familiar with quantity

food purchasing will need assistance from someone who is. A well-trained and experienced cook can also be of great value in this area.

Sanitation. Sanitary food handling and storage practices are mandatory in a kitchen where food is prepared for young children. Such practices are designed to prevent the spread of food-borne illnesses.

Bacteria which cause illnesses, such as salmonella and staphyloccus, grow best in warm temperatures between 45°-140° F. To prevent the growth of harmful bacteria, food should be kept at temperatures above 140° F or below 45° F until served.

Some other procedures for preventing the spread of food-borne illnesses include:

1. Thoroughly washing hands with soap and warm water while using a brisk scrubbing motion
2. Not handling food when ill or with cuts or sores on the hands
3. Thoroughly cleaning and sanitizing all cooking equipment, cooking and storage areas, eating utensils and dishes, and floors
4. Properly storing and handling food and equipment

The procedures above are but a few of the practices that persons working with food should observe. The director is responsible for establishing food preparation guidelines to ensure that all food is prepared under sanitary conditions. The director must also observe staff working with food to be sure that the guidelines are followed strictly.

Mealtime Practices. The way in which food is served is another decision that is made during the planning stages of a child care program. Whether children eat in their rooms or in a special dining area, furnishings should allow children comfort and as much independence as possible. Chairs and tables should allow children to reach the table comfortably with their feet touching the floor.

Independence is fostered when family-style meals are served for children two-years old and older. Small bowls and platters are filled with food and placed on the table. The dishes are passed around the table and children are permitted to serve themselves.

The emotional atmosphere during meals is also important. Caregivers should create a relaxed and pleasant atmosphere for casual conversation. Instances in which a child refuses to eat or a spill occurs should be treated calmly. Mealtimes should be enjoyable experiences in which children learn by following the positive examples of caregivers. The director's role regarding mealtime practices is to establish clear guidelines for caregivers and to provide appropriate equipment for dining.

Summary. Nutrition in the child care program is not possible without careful planning and supervision on the part of the director. Well-balanced menus, proper equipment, skillful purchasing, strict sanitation, and proper mealtime practices all contribute to enjoyable eating experiences for children.

Health

The overall goal of health care in the child care program is to promote the healthy development of each child's mind and body. Specific goals include:

- Preventing illness
- Screening for special needs
- Recognizing and reporting signs of child abuse and neglect
- Helping children develop good health habits

These goals represent the basic components of health care in the child care setting. The program director, in cooperation with health care professionals, parents, and program staff, must work to ensure the health of each child.

Preventing Illness. Understanding how illnesses develop and spread is the first step in prevention. Contagious diseases are caused by microorganisms. Once in the body, the microorganisms grow and may cause the person to become ill. Microorganisms are easily transmitted between people. The two most common ways that disease microorganisms are spread are through the respiratory system and through physical contact.

Preventing the spread of disease microorganisms is the goal for many health care and sanitation practices. Basic health care and sanitation practices include:

- Immunization of children
- Daily health checks
- Proper handwashing and other health routines
- Proper cleaning and sanitation of the environment

Immunizations prevent many of the more serious childhood diseases by causing the body to produce disease-fighting *antibodies*. When the disease microorganisms enter the body, the antibodies prevent the microorganisms from growing and making the person sick. Standard immunizations against diphtheria, tetanus, whooping cough, measles, rubella, mumps, and polio should be required for any child entering a child care program. Immunization records should be kept up-to-date.

Another way to control the spread of illness is the daily health check. Each morning as children arrive with parents, caregivers observe each child for signs of illness. Illness may be indicated by discharges from eyes, ears, or nose; sores or rashes; frequent scratching; rubbing or pulling at the ears; red or watery eyes; red, swollen gums; enlarged glands; pale skin; coughing; or fever. If any of these symptoms appear, the child should not participate in group child care until the symptoms are gone or a physician has approved the child's return.

Proper handwashing is one of the most important disease prevention measures that caregivers can take. When and how to wash hands needs to be considered. Staff should wash their hands after using the restroom, before preparing food, and after helping a child with health care routines. It is especially important for caregivers of infants and toddlers to wash their hands *before* and *after* changing a diaper. Soap, warm water, and a brisk scrubbing motion should be used when washing the hands. A good scrubbing is necessary to remove microorganisms.

Because young children actively engage their environment, it is essential that their physical surroundings be clean and sanitary. *Clean* means the absence of soil. *Sanitary* means the absence of harmful microorganisms. The environment can be made sanitary through chemical solutions and heat. A solution of one gallon of water with one tablespoon of chlorine bleach is an example of a chemical sanitizing agent. The dishwasher with a hot water rinse temperature of 170° F is an example of how heat can be used to sanitize.

A team effort on the part of caregivers and housekeeping staff is the best way to maintain a clean and sanitary place for children. Many housekeeping tasks, such as cleaning and sanitizing restrooms, are done on a daily basis. Other tasks, such as cleaning floors, are done on a weekly basis. Still other tasks, such as cleaning windows and walls, are done monthly or seasonally. A check list of housekeeping tasks is a good way to be sure everything is done. The check list shows when a task is to be done and who should be responsible.

Sanitizing in infant and toddler areas is especially critical. The need for changing diapers and the fact that infants and toddlers explore with their hands and mouths make it easy for microorganizms to spread. Diapering areas, cribs, toys, floors, and any other surface which comes into contact with infants and toddlers need to be sanitized regularly. The diapering area should have disposable sheets of newsprint or wax paper put down every time a child is changed. The area should be sanitized frequently with a chemical agent applied with friction. Toys that are mouthed by infants can be dipped in a sanitizing solution several times a day and air-dried in the sun. These are just a few of the sanitizing procedures recommended for infant and toddler environments.

When everyone on the child care staff understands how illnesses spread, they are more willing to follow health guidelines consistently. The director is responsible for establishing health care policies and ensuring that they are followed.

Screening. Screening for the early identification of handicapping conditions may be one of the most important services offered by a child care program. So often, children with special needs go unidentified until the elementary school years. If identified earlier, the effects of many handicapping conditions can be reduced.

Some kinds of screening tests, such as vision, hearing, and speech, are best done by professionals in these fields. However, caregivers can be alert to signs of possible problems in all areas of development. All caregivers should have intimate knowledge of normal child development for the age children with whom they work. When children appear to deviate from the normal patterns, they can alert the director. The director informs parents and may help them contact the appropriate professionals for assessment.

At least once every six months, each child's development should be assessed in some systematic way. A number of standardized screening instruments are available. Some instruments can be easily administered by trained caregivers. It is important to remember, however, that the results of any screening activity do not constitute a diagnosis. This role is left to the health care and special education professionals.

Child Abuse and Neglect. Many states now have laws requiring individuals to report suspected child abuse or neglect. Directors need to be aware of reporting procedures in their state. Directors must also see that caregivers, who have daily contact with children, recognize the signs of possible abuse and neglect.

Some typical signs of physical abuse include bruises, burns, or other unusual injuries. Neglect may be indicated if the child appears thin or underfed. The child who frequently wears clothing unsuitable for the weather or the child who is constantly dirty may be experiencing neglect. Behaviors may also signal abuse or neglect. For example, frequent absences, crying spells, or extreme fearfulness, timidity, or aggression may indicate problems at home. A single occurrence of these signs does not necessarily mean that the child is abused or neglected. However, caregivers should be alert for patterns or repeated occurrences of the signs of abuse and neglect.

Good Health Habits for Children. Young children need nutritious food, active play, plenty of rest and sleep, and clean bodies to maintain healthy development. Young children can play an active role in maintaining their own health by learning good health habits.

Habits which are appropriate for preschool children include:

- Washing hands and face
- Brushing teeth
- Brushing hair
- Using tissues appropriately
- Using the restroom appropriately
- Covering mouth and nose when sneezing or coughing
- Napping or resting in the afternoon
- Eating nutritious meals and snacks
- Refraining from eating after another person

Many of these habits can be encouraged in toddlers as well. Such health habits and simple health concepts can be included

in the objectives of the child care program's curriculum. Caregivers provide the time, supplies, and necessary guidance to promote the development of good health habits.

Summary. In the area of health, child care program directors are concerned with preventing illness and screening for children with special needs. In addition, directors are concerned with recognizing and reporting signs of child abuse and neglect as well as helping children develop good health habits. To achieve the goal of health, staff, parent, health care professionals and even the children must work together.

Safety

Every year thousands of children are injured in accidents. Many of these accidents could have been prevented if the individuals involved had been safety-conscious. Accidents can happen in the child care center, too. The director is responsible for establishing policies and guidelines so that both staff and children are safety-conscious.

Knowing local and state regulations is the first step in developing safety policies and guidelines. In addition, the director might consult representatives of the insurance companies which provide insurance for the center. They will have suggestions on maintaining safety in the child care environment.

Establishing safety policies and guidelines is especially important in a legal sense. A program can be held liable for injuries sustained by a child or employee unless it can be shown that safety policies and guidelines exist and are enforced. More about a child care program's potential for liability and insurance can be found in *Administration of Child Care Programs: Business Management*, Unit II, Regulations and Legal Concerns.

Safety policies and guidelines can be grouped into three areas: 1) safety in the environment, 2) safety in interactions, and 3) emergency procedures. Safety-consciousness can be promoted if policies and guidelines exist for each of these areas.

The Environment. A safe environment for young children requires careful planning and attention to details. Arrangement of space and condition of toys and equipment are areas for concern. In addition, the environment should be free of hazardous materials.

Space in a child care setting should be planned to avoid overcrowding. This is especially important on the playground where children move quickly and often. Traffic paths indoors and outdoors should be free from clutter to allow safe, unhampered movement. In addition, furnishings and equipment should be arranged so that children can be seen easily by their caregivers.

The safety of toys and equipment depends on their construction, maintenance, and the developmental level of the children using them. When purchasing toys and equipment, careful attention should be given to their construction. Is each item durable? Does it have small parts that could easily break off? Is it made of nontoxic materials? These are a few of the questions which should be answered before purchasing toys and equipment. Very often better quality items are safer and, in the long run, more economical than cheaper items of poor construction.

Once toys and equipment are in use, they should be inspected often for loose and broken parts. This is especially important for outdoor toys and equipment which are often subjected to wear and tear from exposure to the weather. Any item found in need of repair should be repaired at once or removed from the environment until repaired. Safety check lists come in handy for ensuring routine inspections of toys and equipment.

Once designated as safe, toys and equipment should be used only with children of the appropriate age. For example, a set of wooden beads for stringing would not be appropriate for infants who often explore things with their mouths. Likewise, outdoor equipment, such as swings and climbing bars designed for preschoolers, would not be used by toddlers.

Hazardous materials in the child care setting include cleaning and maintenance supplies, medicines, and poisonous plants. Cleaning and maintenance supplies and medicines should be kept out of children's reach and sight. Such materials should be stored under lock and key. Poisonous plants, both indoors and outdoors, should be removed. Caregivers need to recognize such plants to avoid bringing them into the child care environment.

With care, the director and child care staff can provide a safe environment for children. Safety-conscious caregivers are constantly observant of the environment and attend to potentially hazardous conditions immediately.

Interactions. Interactions in the child care program focus on supervision and safety rules. Caregivers must be constantly alert as children play. They must be ready to intervene any time a child's safety is threatened. To do this effectively, the ratio of caregivers to children should be low. When several adults supervise a group of children, it is easier to ensure safety.

Depending on their ages, children can also help promote safety by taking responsibility for following safety rules. Safety rules are easier for children to follow when they are involved in making the rules. Together caregivers and children can make a list of simply-stated safety rules. In this way children understand the reasons for safety rules and are more willing to follow them. Children, however, forget easily. Caregivers in their supervisory role can patiently remind children of the safety rules.

The director promotes safety in interactions by establishing clear guidelines and policies for caregivers. The director also ensures that an adequate staff-child ratio is maintained at all times.

Emergency Procedures. Even though every precaution has been taken, accidents can happen and unforseen emergencies can arise. Directors need to plan ahead to be ready for emergencies. Knowledge about first aid and steps to take in case of fire or a severe weather alert are necessary.

Every child care program should have at least two staff members trained in basic first aid. Such training teaches individuals how to care for minor injuries as well as steps to take in the event of a serious injury until medical help arrives. If children with special health needs are cared for, knowledge about what to do in case of an acute attack or other problems is essential. Procedures for children who become ill at the center must also be established.

All staff members should be aware of fire evacuation and severe weather alert procedures. Drills for both kinds of emergencies should be routine. Local fire departments and offices of the National Weather Service can assist programs in designing emergency procedures for particular situations.

Accurate records are also an important consideration in emergency procedures. Most important is the list of emergency phone numbers. This list includes numbers for police and fire as well as the phone numbers where parents can be reached. Records are also necessary to document the nature of any emergency which occurs and the steps taken by the child care staff.

Summary. Establishing safety policies and guidelines is an important task for child care program directors. The goal of such policies and guidelines is to create safety-conscious staff and children. Safety in the child care program is everyone's responsibility.

Summary

Ensuring the health and safety of children in the child care program might seem like an overwhelming responsibility for the director. Planning nutrituous, affordable meals and snacks is also a challenge. A director can meet these responsibilities, however, through careful planning. Consulting with experts and studying current literature on these topics will provide the director with all the necessary information. In the final analysis, however, it is the child care program director who often carries the moral and legal responsibility for the health and safety of children in the child care center.

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United States Department of Agriculture. *Food Buying Guide for Type A School Lunches.*

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Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 32

LEARNING OBJECTIVE

Assess a child care center's compliance with state or local regulations concerning health, safety, or nutrition.

DIRECTIONS

1. Find out what state or local regulations affect nutrition, health, or safety in the child care center.
2. Prepare a check list based on the regulations for either nutrition, health, or safety. [NOTE: You may have prepared such a check list as a classroom activity.]
3. Using your check list, observe a child care center for compliance with the regulations.
4. Attach a copy of the completed check list to this lab report for evaluation purposes.
5. Answer the questions below.

KEY QUESTIONS

In what ways did the center meet the regulations?

In what ways did the center fail to meet regulations?

What might be the causes of the center not being able to meet regulations?

What would the center have to do to meet the regulations?

Do you feel the regulations are reasonable? Explain.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 33

LEARNING OBJECTIVE

Analyze menu planning practices in a child care program.

DIRECTIONS

1. Arrange to interview someone involved in menu planning at a child care center.
2. Plan your interview questions so that you will be able to answer the questions below.
3. Answer the questions below.

KEY QUESTIONS

How are menus planned in this program? Briefly describe the process, i.e., when menus are planned and by whom they are planned.

What are the three most important things that the person interviewed considers when planning a menu?

How frequently and in what ways are new foods included in the menu?

How frequently and in what ways are cultural foods included in the menu?

What is the single biggest problem that the person interviewed encounters when planning menus?

Student's Name:_____ Date: _____
Course: _____

LAB EXPERIENCE 34

LEARNING OBJECTIVE

Analyze food service equipment in two child care centers.

DIRECTIONS

1. Arrange to visit two child care centers. Choose a center which cares for fewer than 30 children and a center which cares for 30 or more children.
2. Observe food service equipment used in each center.
3. On separate sheets of paper, draw a sketch showing how the food service equipment is arranged in each center.
4. Ask the food service personnel in each center the following question: "If you could change something about the food service equipment or the kitchen arrangement, what would you do?"
5. Answer the questions below.

KEY QUESTIONS

What large food service equipment did you observe in each setting? Make a list for each.

Child Care Center
Serving Fewer than 30 Children

Child Care Center Kitchen
Serving 30 or More Children

Of the equipment listed, which items were commercial and which were domestic? Beside each item in the lists above, write a *C* for commercial and a *D* for domestic.

What changes would the food service personnel make if they could make changes? Give the response of each person you asked.

Based on your observations and interviews, when is it better to have commercial food service equipment and when is it better to have domestic? Why?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 35

LEARNING OBJECTIVE

Analyze food purchasing practices in several child care programs.

DIRECTIONS

1. Identify three different types of child care programs in your community. For example, you might visit a franchise program, a church-affiliated program, and a family day home system.
2. Arrange to interview the individual in charge of food purchasing in each program. Use the following interview record sheet for your questions and for recording responses.
3. Attach sample forms that you were able to collect to this lab report when turned in for evaluation.
4. Answer the questions below.

KEY QUESTIONS

In what ways are the food purchasing practices for these three programs different?

What factors contribute to these different methods of food purchasing?

Why is it important to check food orders when they arrive at the facility?

What suggestions can you give for improving food purchasing practices in one of the programs?

INTERVIEW RECORD

About how many children and adults do you serve?

Program #1

Program #2

Program #3

How do you know which foods to buy and how much?

Program #1

Program #2

Program #3

How often do you buy?

Program #1

Program #2

Program #3

What are your major sources for food? (wholesalers, grocery stores, etc.)

Program #1

Program #2

Program #3

How are your food orders processed when delivered to the center?

Program #1

Program #2

Program #3

In food purchasing, what are your greatest challenges?

Program #1

Program #2

Program #3

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 36

LEARNING OBJECTIVE

Evaluate sanitary food preparation practices in a child care program.

DIRECTIONS

1. Arrange to observe in the kitchen of a child care center while food is being prepared for the noon meal.
2. Using the check list on the following page, evaluate the food preparation practices of one of the food service staff.
3. Answer the questions below.

KEY QUESTIONS

What evidence suggests that this food service worker was conscious of sanitary food preparation practices?

Did the food service worker do anything which seemed unsanitary? Explain.

What can happen if persons working with food are not careful about sanitation?

CHECK LIST OF SANITARY FOOD PREPARATION METHODS

DIRECTIONS:
Observe the food service worker in action. Evaluate the worker's competency for each of the items listed below. Remember that to be competent in any behavior related to sanitation, the worker must consistently display that behavior. After the observation, check the appropriate column.

BEHAVIOR	Competent	Needs Improvement	Not Able to Assess
1. Checks foods for signs of spoilage upon delivery.			
2. Stores foods properly and promptly.			
3. Is personally well-groomed.			
4. Wears a clean apron.			
5. Keeps hair covered.			
6. Washes hands before handling foods. Uses soap and water and a brisk scrubbing motion when washing and a fresh paper towel for drying.			
7. Uses sterile plastic or rubber gloves or does not handle foods or eating utensils when there is a cut on the hand.			
8. Coughs or sneezes away from foods, covering mouth and nose; washes hands afterwards.			
9. Washes hands after using toilet or smoking.			
10. Avoids touching face, mouth, nose, or hair while preparing foods.			
11. Avoids licking fingers while preparing foods.			
12. Uses a separate spoon for tasting; uses a clean spoon each time.			
13. Uses clean and sterile utensils and equipment to prepare foods.			
14. Picks up glasses at the base without touching the rim.			
15. Picks up silverware and utensils by handles.			
16. Keeps work surfaces clean.			
17. Avoids smoking while preparing foods.			
18. Serves food promptly to avoid keeping food at a harmful temperature for too long.			

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 37

LEARNING OBJECTIVE

Analyze mealtime practices for children in a group child care setting.

DIRECTIONS

1. Arrange to observe an infant and a preschool child during mealtime at a child care center.
2. Answer the questions below.

KEY QUESTIONS

What kind of equipment was provided for the children during mealtime?

INFANT	PRESCHOOL CHILD

How were the children served or fed?

INFANT	PRESCHOOL CHILD

What role did the caregivers play?

INFANT	PRESCHOOL CHILD

In general, what was the emotional atmosphere during the meal?

INFANT	PRESCHOOL CHILD

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 38

LEARNING OBJECTIVE

Analyze the job of housekeeper in a child care facility.

DIRECTIONS

1. Arrange to interview the person who does the housekeeping at a child care facility.
2. Record the answers to the interview questions listed below on a separate sheet of paper.
3. Answer the key questions.

INTERVIEW QUESTIONS

What kind of housekeeping tasks do you do every day?

What kind of housekeeping tasks are done weekly?

Which tasks are done on an occasional basis?

How do you disinfect the environment?

What kind of equipment do you need to do your job well?

How does the center director supervise your work?

KEY QUESTIONS

How does the size of the center affect the housekeeping routine?

Which of the housekeeper's tasks help to control the spread of communicable illnesses and other harmful bacteria?

What is the director's responsibility in maintaining a clean and sanitary environment for children?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 39

LEARNING OBJECTIVE

Evaluate the safety of a child care environment.

DIRECTIONS

1. Arrange to observe a group of preschool children and their caregivers in a group child care setting.
2. Observe the environment and the interactions of the children and caregivers.
3. As you observe make notes of features in the environment which demonstrate attention to safety. Also make notes of interactions which demonstrate children's and caregivers' safety awareness.
4. Answer the questions below.

KEY QUESTIONS

What examples of safety in the environment can you describe? Describe at least five safety features of the environment.

What examples of safety in the interactions among children and caregivers can you describe? Describe at least five safety-conscious interactions.

In what ways might safety in this child care setting be improved?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions:	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and to the children, when appropriate?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Evaluated: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Evaluation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Following directions	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Use of materials	☐	☐	☐	☐	☐
Professional demeanor	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
Listening skills	☐	☐	☐	☐	☐
Product developed	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed or product to be evaluated based on the lab experience. This should be done before the student is observed.

Performance Objectives

Personnel Development Unit V

Self-Analysis

- Discuss the importance of self-analysis and self-mprovement for the child care program director.

Professional Organizations

- Explain the importance of participating in community organizations and activities which promote the welfare of young children.

Staff Training

- Evaluate staff training needs for a child care program.
- Outline strategies for providing staff training.
- Determine educational opportunities available in the community for training of child care professionals.
- Plan a workshop for training child caregivers.
- Develop guidelines for finding and using consultants for staff development and training.
- Describe how a resource library for child caregivers could be established and maintained.

An Overview

Personnel management in the child care program involves not only organizing and maintaining a staff, but developing the staff as well. Issues relating to organizing, hiring, and maintaining a staff are discussed in the companion guide *Administration of Child Care Programs: Business Management*. Personnel development as summarized in this overview refers to the director's role in assessing and providing for the development of each staff member. The director can promote such development through self-analysis, participation in professional organizations, and the provision of staff training. More can be learned about these topics by studying the references listed at the end of the overview.

Self-Analysis

Directors can best promote staff development when they, themselves, are models of self-assessment and improvement. The responsibilities of a child care program director are varied and complex. Directors who do not take time to look at themselves in relation to their responsibilities and who do not plan for improvement are in danger of job stress. The strategies summarized below can help directors with self-assessment and improvement.

Self-assessment basically involves the director asking, "How am I doing in my role as a child care program administrator?" The director can find out by doing two things. First, the director needs to do some self-reflection – taking an inward look. Second, the director needs to gather information from others about how she or he is doing as a child care program administrator. This is sometimes called getting feedback.

Self-reflection focuses on three key areas. One area deals with professional goals. All directors should take time to think about where they are going in relation to their goals as professionals in the field of child care. "Have I accomplished what I wanted to during the last five years?" "What do I want to accomplish during the next five years?" "Are my goals different now?" "Are my goals realistic?" These and other questions could help a director identify areas for growth and improvement.

A second key area of self-reflection involves taking an objective look at personal strengths and weaknesses. This can be a challenging task but is definitely worthwhile.

An awareness of feelings and attitudes is the third key area for self-reflection. How people feel about themselves and others has a great impact on how they act. "What do I like about being a child care program administrator?" "What do I dislike?" "Do I really like being an administrator?" "How much do I miss being with the children as a caregiver?" These are but a few questions which can help directors identify their feelings and attitudes.

In addition to self-reflection, a director can gain further insights through feedback from others. In the setting of a child care center, a director can gain feedback from staff, parents, and the board of directors. Informal feedback can come from staff and parents who routinely share ideas and reactions with the director about her or his efforts. More formal feedback might come from the board of directors who may use rating scales or other instruments to evaluate a director's performance. In both formal and informal feedback situations, active listening and probing questions from the director are essential. A comfortable, relaxed, and secure relationship with staff, parents, and board members is also helpful in encouraging needed feedback.

The understanding which comes from self-reflection and feedback is only the first step. The second step is to develop a plan for improvement. Several strategies are possible once the areas for improvement are identified. Strategies adopted, of course, depend on the individual's situation. No matter what approaches are taken to improve one's self, it is wise to make a definite plan of action and a timetable.

For example, Ms. Diaz has assessed herself and feels that she lacks the important skill of problem-solving. Often she finds herself treating the symptoms and not the problem. Ms. Diaz plans to improve her problem-solving skills by reading about this topic in some management books. She also plans to visit with another director in town whom she feels is a good problem-solver. With information from these sources she plans to make herself a check list of steps to follow when problem-solving is needed. Ms. Diaz hopes to develop the check list within two weeks time.

Another director, Mr. Strauss, wants to improve on one of his strengths–public speaking. He has always enjoyed talking to groups of people and feels that he is naturally entertaining as a speaker. However, he has never had formal training. Mr. Strauss plans to build upon his present skills as a speaker by enrolling in a public speaking class at the local junior college. By the end of the semester, he hopes to be able to give even better speeches.

Whether a director plans to improve a weakness or build upon a strength, it helps to make plans realistic. Breaking things down into small steps, for example, promotes success. The motivation which results from the accomplishment of small steps along the way helps the director attain personal overall goals for self-improvement.

Self-assessment and self-improvement help prevent job dissatisfaction and burnout among directors. Burnout seems to be a widespread problem among child care program administrators. In fact, a recent study indicates that the average child care center director stays in a position less than three years. This high turnover rate is not an encouraging factor for individuals desiring to build careers in the child care field.

Many reasons for burnout can be cited. However, a failure to engage in meaningful self-assessment and plan for improvement may be one of the most common causes.

Before directors can expect staff to improve their personal skills, directors must also demonstrate a willingness to improve. Directors do this through self-reflection and feedback from others about their role as child care program administrators. Next, they take action by making and carrying out plans for self-improvement.

Participation in Professional Organizations

All individuals interested in the education of young children have a responsibility to be informed. In addition to being knowledgeable, each person can choose to help shape the future of the child care profession. An individual can make contributions through involvement in professional organizations. Child care advocacy, improvement of working conditions, identification of available job positions, research, continuing education, networking, and social activities are reasons for participating in organizations.

Professional and community organizations have the ability to influence public opinion and legislation through *child advocacy*. Public thinking is influenced by various types of media. Pamphlets, brochures, newspaper and magazine articles, and radio and television coverage are ways in which information regarding children can be communicated to the public. Lobbyists, professional child advocates, and organizational representatives maintain contact with legislators and stay informed about proposed laws which affect children. Through letter writing campaigns, many organizations influence legislators and the laws affecting the lives of the children.

Working conditions have been upgraded for child care professionals through professional and community organization

input. Salaries, fringe benefits, determination of child/child care provider ratios have been influenced by these organizations. Professional organizations can also be a source of creative, resourceful ideas for improving existing working conditions.

Some organizations may provide a job placement service or formal position announcements. Other organizations provide informal exchange of information on job openings. In either case, interested persons are exposed to the wide range of career and professional opportunities available in the child care field.

A child care professional may be particularly interested in conducting research or in staying informed about the most current trends and findings in the field of child development. Thus, a child care professional would be interested in participation in a professional organization because sponsoring research is a purpose of some organizations. Child development research is funded through professional organizations, foundations, and the federal government. The findings of the research projects are published in journals and/or newsletters produced by the various organizations.

Organizations designed for teachers provide many kinds of activities intended to further the continuing education of their members. Workshops, conferences, magazines, newsletters, pamphlets, and books published by the organization inform teachers about developments in their field. Some organizations may offer consultation services to child care professionals for curriculum planning staff development and/or parent education.

The opportunity to network resources is a function of professional organizations. *Networking* may be defined as a formal or informal way of making, using, and providing contacts which serve as tools for saving time, energy, and/or money. Networking may take many forms such as bartering, exchanging ideas and sources of information, sharing suggestions for improvements, providing information about employment opportunities, etc. Networking of resources between child care professionals allows for individuals to better meet the needs of children. Organizations of professionals from related fields can work together with child care professionals to gain new perspectives of each field. For example, social workers, doctors, psychologists, and nutritionists could network their resources to best meet the needs of children.

The social activity aspect of community and professional organizations allows child care professionals to develop personal relationships with other professionals. During the daily work routine, child care professionals usually do not have the time to develop personal relationships with other professionals. Through conferences, meetings, workshops, tours, dinners, and picnics, organizations promote the development of interaction among child care professionals.

Evaluate Staff Training Needs for a Child Care Program

In the child care setting, staff training is the process of providing practical, relevant information to upgrade the skills of staff members. Directors are usually responsible for coordinating staff training efforts. A director should examine the unique characteristics of the staff, program needs, and principles of adult learning when determining staff training needs.

A director needs to examine the various characteristics of the child care staff when planning staff training. The background experiences and education of the caregivers influence the type of information to be included in staff training. The needs of experienced and inexperienced teachers are often different. If staff training is not aimed at the caregiver's level of development, then the results will be only a feeling of frustration and wasted time.

The director also should be sensitive to the needs and interests of the caregivers. If one caregiver is especially concerned about a guidance problem, the director could use this opportunity to help this caregiver, as well as the other caregivers, develop skills in guidance. Perhaps another caregiver is especially interested in understanding Piaget's theory of conservation in preschool children. The director could set up a training session for explaining the theory and ways to incorporate related activities into the classroom.

In addition to the needs of staff, the director considers the needs of the program when planning staff training. For example, if the caregivers have gradually increased their consumption of art materials beyond what the budget allows, the director may conduct a workshop to illustrate a more efficient use of art materials.

Each child care program and staff is unique. The following questions will help a director plan for staff training:

- Do the caregivers have similar backgrounds and educational experience?
- What is the attitude of the child care givers about staff training?
- How many staff members will be in the training session?
- When will the staff training occur?
- Where will the staff training occur?
- Can provisions be made for substitutes during staff training sessions?
- What time of the year is best for staff training?
- Will you require that all staff members attend staff training sessions?
- How can the information presented in staff training sessions be used in the center?
- How do the members of the staff learn best?

Understanding of general principles about how adults learn may help directors provide appropriate staff training for caregivers.

The following are some general principles of adult learning:

- Adults learn best through active participation.
- Information should be structured and organized for easy understanding.
- Summary and follow-through procedures should be utilized periodically.
- Information should be relevant to the concerns and needs of individuals.
- Information should come from a sound theoretical base.

A director integrates staff needs, program needs, various situational factors, and principles of adult learning in facilitating staff training. Once the training needs have been recognized, the director can identify and select various strategies for providing staff training.

Staff training may feature many strategies. Some concepts are best presented through one strategy, others through a totally different strategy. Thus, directors of child care centers have many choices about ways to communicate information to child care professionals.

Orientation procedures, employee evaluations, and staff meetings are three staff training strategies which are utilized by most child care directors. For additional information about these strategies, refer to *Administration of Child Care Programs: Business Management*. Outlined below are brief descriptions of several other strategies a director could utilize.

Lecture. A lecture may be appropriate when there is a need to present information in an organized manner. The director can meet the needs of the caregivers by giving concrete examples. A lecture can stimulate questions and discussion which will clarify ideas.

Discussion. A successful discussion depends on the director's ability to stimulate participation. In addition, the director needs to ask appropriate questions and to keep the discussion in focus. Discussions may serve some of the following purposes: to brainstorm an idea, to solve a problem, or to clarify ideas and feelings. The director should be open in expressing his or her thoughts and feelings, thereby encouraging the staff to be open as well. The potential for meaningful discussions are increased when the director and staff discuss topics openly.

Films, Videotapes, and Records. Audiovisual materials provide a way for a group to observe and understand children and appropriate ways of working with them. Films and videotapes are especially useful in increasing observation and recording skills. When necessary, a particular segment of a film, videotape, or record can be repeated in order to study the information more closely.

Role Playing. Role playing is particularly valuable in preparing staff members for situations dealing with children and adults. An interaction is played out to enable staff members to gain skills in dealing with difficult or unusual situations involving children. Role playing is also valuable in preparing staff members for situations involving other adults. For example, conferring with a parent, working with other adults, or leading discussions are situations that can be rehearsed through role playing.

Field Trips. Field trips help child caregivers see ways of extending the classroom environment. Like workshops, field trips may cover a wide range of experiences. One purpose of a field trip is to give caregivers the opportunity to explore a setting to identify possibilities for child learning. Another purpose is to give caregivers a better understanding of the various influences upon a child's life. The effectiveness of a field trip depends on the director's ability to help the caregivers identify their experience and to relate it to their work.

Individual Conferences. The director may provide staff training through individual conferences with staff members. The conferences provide an opportunity to get to know the staff members as individuals, to assess their progress, and to make plans. Effective conferences with staff members require the director's willingness to listen, and to sense concerns of staff members. Keeping in focus the intent of a conference and supporting the staff member in achieving training goals are important features of an individual conference.

On-the-job-training. Frequently an inexperienced caregiver is placed in a classroom with an experienced caregiver for on-the-job-training. Training usually occurs informally and within the ongoing routines of the classroom. This strategy for staff development allows the inexperienced teacher to gain experience and confidence gradually and with appropriate supervision. As the inexperienced caregiver gains responsibility, the experienced caregiver may offer constructive feedback.

Case Study. The case study strategy is useful in terms of long-term application of learning. The basic idea is to present to the staff, through written materials, recordings, video or film, a situation depicting a certain human interaction. An analysis of behaviors and interactions is made by the staff. Group discussions and problem solving may emerge from the group analysis.

Computer-assisted Instruction. Computer-assisted instruction is a strategy which has barely been recognized as a tool for providing staff training for child care professionals. As computer instruction becomes more common, directors will have more options for providing information to the staff through the use of computers.

A director may use several other strategies for staff training. The workshop, encouraging educational opportunities in the community, utilization of consultants, and the use of the resource library are other ways a director may foster staff training.

Workshops. A director has two primary reponsibilities in providing staff training through workshops. The director must plan and implement the workshop appropriately. In the early planning stage, a needs assessment should be conducted. Based on the identified needs, the director determines the goals and objectives of the workshop. Next, the director should read and/or locate background information on the selected topic. He or she then collects the materials and provides for the space necessary to accommodate each person attending the workshop.

Implementation of the workshop should include at least the following components:

- Statement to the participants about the purpose of the workshop
- Presentation of ideas, information, and concepts about the topic
- Involvement of the staff in hands-on experience
- Discussion with staff about how the information gained can be implemented in the classroom
- Evaluation of the workshop

Educational Opportunities in the Community. Educational opportunities may be gained through enrollment in courses at four-year colleges and universities, junior and community colleges, health and social services, and private industries. Directors may encourage and support participation in these educational opportunities in various ways.

Directors may informally support or provide staff training through encouraging staff members to enroll in Child Development or Early Childhood Education courses. Released time from regular responsibilities in exchange for taking courses is one way a director could encourage continuing education. Some programs are able to pay the cost of courses taken by staff members.

Health and social services frequently are available in the community to provide educational opportunities for child care staff. In order to locate the health and social services available, initially a director should acquire written lists of available community resources. The director can examine the lists to determine what information each agency offers. Next, the director can contact the agencies and request information about their services.

Occasionally private industries provide educational opportunities which would be appropriate for child caregivers. Contacting

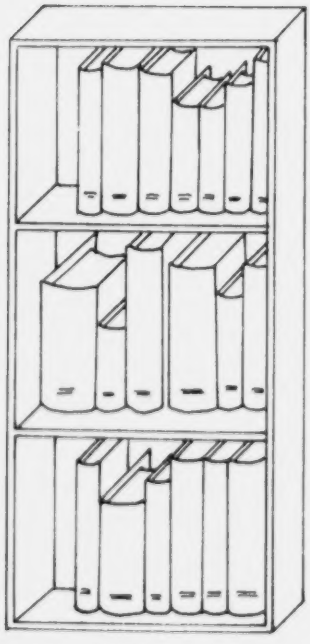
the public relations or consumer information department of industries could provide information about educational opportunities.

Consultants. Consultation is an interpersonal, interactional helping process. In the consultation process, a series of steps are taken to eliminate a problem. In the child care setting, a director should ask herself or himself questions such as "What are our specific problems?" "Why do we need a consultant?" "From which perspective shall we view this problem?" "What professionals can best help us solve this problem?" This type of questioning, referred to as the process of identifying the problem, is the first step a director should take when considering using a consultant.

Secondly, the director should investigate various types of consultants available in the community. Finally, the director selects the type of consultant that is best suited for the program's needs. The four primary types of consultants are:

- Person-centered
- Client-centered
- Program-centered, administrative
- Personnel-centered, administrative

The director needs to interview any individual being considered as a consultant. During the interview, the director communicates the specific needs of the child care center. In addition, the director inquires about the consultant's philosophy and expertise. Clear expectations from both the consultant and the director should be put in writing. The written agreement includes information such as payment for consultation, duration of consultation, and expectations for the service.



Resource Library. A resource library is another way that staff training can occur. A resource library can conveniently provide current and relevant information for child caregivers. A resource library is also a valuable source for curriculum ideas. When a child becomes very interested in learning about a certain topic, a resource library could help the caregiver provide additional information to the child.

Listed below are a few suggestions for ways to establish and develop a resource library:

- Ask each staff member to occasionally contribute an article to the library.
- Encourage parent involvement by urging parents to contribute articles or books to the library.
- Request catalogues and resource materials from various publishing and manufacturing companies.
- Establish a library collection fund. Interested individuals may donate money for the development of the library.

Summary

Staff training is provided to child caregivers to help them improve their work performance. The staff training program can be used to strenthen weaknesses in program areas, reinforce program strengths, and increase caregivers' understanding of child care and development. In addition, staff training introduces new ideas and strategies which help the program adapt to changing community needs.

REFERENCES

Decker, Celia A. and Decker, John R. *Planning and Administering Early Childhood Programs.*

Greenberg, Herbert M. *Coping With Job Stress.*

Kidd, J. R. *How Adults Learn.*

Russon, Allien R. and Wallace, Harold R. *Personality Development for Work.*

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 40

LEARNING OBJECTIVE

Identify your professional goals.

DIRECTIONS

1. Find a quiet, secluded, comfortable place.
2. Take time to think about the key questions before writing your responses.
3. Answer the questions below.

KEY QUESTIONS

Identify three things you would like to accomplish in your professional career.

Describe a position you would like to hold in five years.

How much money would you realistically like to make in five years?

Describe a position you would like to hold in fifteen years.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 41

LEARNING OBJECTIVE

Complete a self-analysis personality profile.

DIRECTIONS

1. Find a quiet, secluded, comfortable place.
2. Complete the check list on the next page.
3. Answer the questions below.

KEY QUESTIONS

Identify your personality strengths.

Identify your personality weaknesses.

Identify the types of activities that interest you.

What are your favorite personality characteristics?

What are your least favorite personality characteristics?

SELF-ANALYSIS PERSONALITY PROFILE

DIRECTIONS

Identify your abilities and interests in the categories listed below and check the appropriate column for each.

INTERESTS	All the time	Most of the time	Some of the time	Never	No experience
Do you like to work with people?					
Adults	_____	_____	_____	_____	_____
Children	_____	_____	_____	_____	_____
Individuals	_____	_____	_____	_____	_____
Groups	_____	_____	_____	_____	_____
Do you like to work with things?					
Mechanical	_____	_____	_____	_____	_____
Electrical	_____	_____	_____	_____	_____
Crafts	_____	_____	_____	_____	_____
Do you like to work with ideas?					
Your own ideas	_____	_____	_____	_____	_____
Ideas of others	_____	_____	_____	_____	_____
Do you like to work with information?					
Social sciences	_____	_____	_____	_____	_____
Physical sciences	_____	_____	_____	_____	_____
Behavioral sciences	_____	_____	_____	_____	_____
Biological sciences	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____
Computers	_____	_____	_____	_____	_____

ABILITIES	Above Average	Average	Below Average
Ability to learn	_____	_____	_____
Mathematical ability	_____	_____	_____
Clerical ability	_____	_____	_____
Musical ability	_____	_____	_____
Artistic ability	_____	_____	_____
Linguistic ability	_____	_____	_____
Speaking ability	_____	_____	_____
Writing ability	_____	_____	_____
Originality	_____	_____	_____

ABILITIES	Above Average	Average	Below Average
Leadership ability	_____	_____	_____
Organizational ability	_____	_____	_____
Supervisory ability	_____	_____	_____

What are your hobbies? _____

What do you do with your spare time? _____

DIRECTIONS

Check the appropriate columns which best describe your personal characteristics.

	Frequently	Occasionally	Infrequently
Committed	_____	_____	_____
Responsible	_____	_____	_____
Persevering	_____	_____	_____
Honest	_____	_____	_____
Courteous	_____	_____	_____
Loyal	_____	_____	_____
Enthusiastic	_____	_____	_____
Aggressive	_____	_____	_____
Takes risks	_____	_____	_____
Sincere	_____	_____	_____
Courageous	_____	_____	_____
Assertive	_____	_____	_____
Trustworthy	_____	_____	_____
Shy	_____	_____	_____
Neat	_____	_____	_____
Empathetic	_____	_____	_____

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 42

LEARNING OBJECTIVE

Identify a strategy for improving one personality strength and one personality weakness.

DIRECTIONS

1. Find a quiet, secluded, comfortable place.
2. Take time to think about the key questions before writing your responses.
3. Answer the questions below.

KEY QUESTIONS

What is a personality strength you would like to improve? Describe the strength.

What steps would you take to improve the strength?

Develop a timetable to help you improve this strength.

What is a personality weakness you would like to improve? Identify causes and patterns of this weakness.

Describe the steps you would take to improve the weakness. Identify ways of breaking patterns and habits that prevent you from improving the weakness.

Develop a timetable to help you improve the weakness.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 43

LEARNING OBJECTIVE

Evaluate a professional organization.

DIRECTIONS

1. Contact and interview members of two or three child care professional organizations.
2. Structure the interview so that you may answer the questions below.
3. Answer the questions below.

KEY QUESTIONS

What is the purpose of each organization?

What services are provided by each organization? Who benefits from the services?

Identify the reasons you would join a professional organization.

List in the order of their importance three reasons for being involved in a professional organization.

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 44

LEARNING OBJECTIVE

Identify staff training needs as perceived by directors.

DIRECTIONS

1. Interview two child care center directors about staff training needs.
2. Structure the interview so that you may answer the questions below.
3. Answer the questions below.

KEY QUESTIONS

List and briefly describe the ways the directors determine staff training needs.

Identify possible concerns or hardships a director indicated about staff training.

Describe the directors' attitudes about staff training.

List the training needs identified by the directors.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 45

LEARNING OBJECTIVE

Attend and evaluate a workshop for child caregivers.

DIRECTIONS

1. Attend a workshop for child caregivers.
2. Answer the questions below.

KEY QUESTIONS

Briefly describe the purpose of the workshop.

Did the workshop seem to be well-planned? Give reasons to support your conclusion.

Describe your hands-on experience in the workshop.

List the strengths and weaknesses of the workshop.

Was the information communicated during the workshop relevant and applicable to the audience?

Did you feel the stated objectives of the workshop were achieved? Give an example of one objective you were able to achieve.

If you were to plan and conduct a similar workshop, what would you do differently?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 46

LEARNING OBJECTIVE

Plan a one-day workshop for child caregivers.

DIRECTIONS

1. Select a topic for a workshop based on the training needs identified in Lab Experience 44.
2. Plan a workshop for child care workers.
3. Record your plan on the workshop plan form on the next page.
4. Answer the questions below.

KEY QUESTIONS

Describe how you selected your topic.

Identify and describe the steps of the planning process.

Develop a sample agenda. This agenda should be similar to the agenda the participants would receive.

WORKSHOP PLAN FORM

I. Topic Selected _____

II. Goals of the Workshop

_____

_____

_____

_____

III. Planning Stage

A. List three sources of written material to be used in the workshop or for background materials.

_____

_____

_____

B. List the hands-on experiences to be utilized in the workshop.

_____

_____

_____

_____

_____

C. Describe the format of the workshop (i.e., individual or group projects, formal or informal setting, etc.).

_____

_____

_____

_____

_____

D. Identify the materials needed for implementing the workshop.

E. Describe characteristics of workshop participants.

F. Identify the provisions for refreshments.

IV. Implementation Stage

A. Describe the events that will occur as the participants arrive.

B. Outline the information to be presented to the participants.

C. Describe the workshop leader's role during the hands-on experiences.

D. Identify key discussion questions to ask the group after the hands-on experience has been completed.

V. Evaluation

Discuss the evaluation procedure you would implement to determine the strengths and weaknesses of your workshop.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 47

LEARNING OBJECTIVE

Organize your own professional library so that it may be utilized as a resource library.

1. Categorize your materials. Materials may be organized by topic of material (e.g., language, art, cognitive) or by type of material (e.g., books, catalogs, papers).
2. Arrange your materials in a logical order on a bookshelf or file cabinet or other area.
3. Answer the questions below.

KEY QUESTIONS

What is the purpose of having materials organized and categorized?

On what basis did you organize your materials and why?

How would you develop a check-out system?

What category of your books seems to be weak? In other words, what kind of books would you need to add?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions:	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and to the children, when appropriate?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Evaluated: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Evaluation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Following directions	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Use of materials	☐	☐	☐	☐	☐
Professional demeanor	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
Listening skills	☐	☐	☐	☐	☐
Product developed	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed or product to be evaluated based on the lab experience. This should be done before the student is observed.

Glossary of Terms

botulism
Poisoning resulting from a botulinis which is frequently present in canned foods.

child abuse
The physical or psychological mistreatment of a child by a parent, guardian, or caregiver.

child care advocacy
An individual or group of individuals that attempt to influence public opinion and/or legislators concerning children and child care.

computer assisted instruction
Using the computer as a learning aid for training child caregivers.

conceptual framework
The core of the curriculum document which outlines the goals and objectives that the program planners have developed for the children.

consultants
Persons who gives professional advice about various aspects of the child care program.

curriculum
A plan or outline of goals, objectives, and activities for children.

cycle menus
Plans for meals and snacks that are planned seasonally and are repeated every few weeks throughout a season.

employer-sponsored child care
A type of child care program in which a company or corporation sponsors and/or funds a child care program for its employees.

evaluation
An examination of an individual's or a program's performance in relation to goals, objectives, and expected outcomes.

family day home system
An organized group of families which provide child care in their homes.

feedback
The collection of information from others about one's performance in his or her job or task.

formative evaluation
The continuous evaluation that takes place primarily during the formative or planning stages of a child care program;

however, this evaluation also occurs throughout all phases of program implementation. Synonymous with ongoing evaluation.

franchise
An organization which runs numerous child care facilities in different cities under one central administration.

goals
Long-range outcomes that are desired for children, staff, programs, etc.

horizontal grouping pattern
Child care programs which have children grouped by age.

implementation
Putting the program and curriculum into practice.

maintenance calendar
A schedule which helps the director plan for regular maintenance.

market analysis
Prior to starting a business, a way to determine the demand for goods or services to be provided by that business. Synonymous with needs assessment.

menu
Written plans for meals and snacks.

modified open space
A structurally designed area in which zones are utilized in order to separate areas for children by developmental level.

multi-age grouping pattern
A group of children with at least two years difference between the age of the oldest and the youngest child. Synonymous with vertical grouping pattern.

needs assessment
Determining the demand for goods or services to be provided prior to starting a business. Synonymous with market analysis.

neglect
The intentional or unintentional lack of providing needed care for children.

ongoing evaluation
The continuous evaluation that takes place primarily during the formative or planning stages of a child care program; however, this evaluation also occurs throughout all phases of program implementation. Synonymous with formative evaluation.

open-space design
A structural design which provides one large open space to serve several groups of children.

philosophy
A set of ideas, values, and beliefs which guide individuals in various aspects of their lives.

salmonella
Bacteria that can cause salmonellosis food infection if eaten by humans. Salmonellosis is a disease which results from the consumption of food contaminated with large numbers of pathogenic salmonella bacteria.

sanitary
The absence of harmful microorganisms.

screening
The identification of signs in young children which indicate possible problems in any area of development.

self-analysis
A systematic attempt by a person to understand himself or herself without the aid of another person.

self-contained design
A structural design providing separate rooms for each group or age level of children.

self-reflection
An examination of goals, strengths, and weaknesses and of feelings and attitudes.

staphylococcus
Bacteria which commonly cause staphylococcal food intoxication which is a foodborne illness.

state licensing standards
Regulations concerning the standards for child care programs.

streptococcus
Bacteria which commonly cause streptococcal food intoxication which is a foodborne illness.

summative evaluation
Refers to the evaluation that occurs at the end of a project or specific period of time.

vertical grouping pattern
A grouping of children with at least two years difference between the age of the oldest and youngest child. Synonymous with multi-age grouping pattern.

zones
Semi-closed areas which provide space for concentrated activities for children: a term associated with the modified open space design.

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